

RIO GRANDE COLLEGE
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RIO GRANDE

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RIO GRANDE, OHIO

1898-99
MAY, 1899

Calendar.

1899.

Baccalaureate Sermon, Sunday, 10.30 A. M.	June 11
Annual Address before Y. M. C. A., Sunday evening	June 11
Anniversary of Preparatory Department, Monday evening	June 12
Shakespearian Society Anniversary, Thursday evening	June 13
Trustee Meeting, Wednesday 9 A. M.	June 14
Annual Address, Wednesday evening	June 14
Commencement Day, Thursday	June 15
Graduating Exercises, Collegiate Department	10 A. M
First Term of College Year, 1899-1900, begins Monday	Aug. 28
Second Term	Nov. 6
Winter Vacation begins Friday	Dec. 22

1900.

College opens Monday	Jan. 8
Third Term begins Monday	Jan. 29
Fourth Term	April 9
Baccalaureate Sermon, Sunday, 10.30 A. M.	June 10
Annual Address before Y. M. C. A., Sunday evening	June 10
Anniversary of Preparatory Department, Monday evening	June 11
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Trustee Meeting, Wednesday, 9 A. M.	June 13
Annual Address, Wednesday evening	June 13
Commencement Day, Thursday	June 14



College Hall.

Boarding Hall.

Annual Catalogue

OF THE

OFFICERS AND STUDENTS

OF

Rio · Grande · College

RIO GRANDE, GALLIA CO., OHIO

MAY, 1899

BOSTON

MORNING STAR PUBLISHING HOUSE

1899

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Term Expires June, 1902.

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GEORGE SMILEY BOHANAN,

TEACHER OF VOCAL AND INSTRUMENTAL MUSIC.

Students.

Collegiate Department.

GRADUATES 1898.

Hilas Lawrence Atkinson, S.	.	.	.	.	.	Zaleski
Charles Kerns Buckle, S.	.	.	.	.	.	Gallipolis
Carrie Samantha Davis, S.	.	.	.	.	.	Rio Grande
Ella Rebecca Price, S.	.	.	.	.	.	Wait

SENIORS.

James Ross Campbell, S.	.	.	.	.	.	Gallipolis
Lola L. Cherrington, S.	.	.	.	.	.	Ewington
Charles Elliott Davis, S.	.	.	.	.	.	Rio Grande
Irene Isabelle Holcomb, S.	.	.	.	.	.	Rio Grande

JUNIORS.

Freeman Winn Chase, S.	.	.	.	.	.	Rutland
Ira Jasper Fulton, S.	.	.	.	.	.	Rio Grande
S. Newton Rees, S.	.	.	.	.	.	Rio Grande

SOPHOMORES.

Dana George Bing, S.	.	.	.	.	.	Carlton
Fred Louks Smith, S.	.	.	.	.	.	Jimes
Carrie Eliza Wood, S.	.	.	.	.	.	Rio Grande

FRESHMEN.

Edward Lee Bandy, S.	.	.	.	.	.	Rio Grande
Richard Roland Edwards, S.	.	.	.	.	.	Thurman
Mary Ella Jones, S.	.	.	.	.	.	Thurman
Edward Guinn	.	.	.	.	.	El Dorado, Kan.
John Stanley Morgan, S.	.	.	.	.	.	Kitchen
Mary Catherine Smith, S.	.	.	.	.	.	Rio Grande
Jessie Alice Swanson, S.	.	.	.	.	.	Rio Grande

SPECIAL STUDENTS IN COLLEGE CLASSES.

James Harvey Halley, S.	.	.	.	.	.	Vesuvius
William Mason	.	.	.	.	.	Thurman

Preparatory Department.

SENIORS.

Elmer William Coates, C.	.	.	.	.	.	Pomeroy
John Boyd Davis, S.	.	.	.	.	.	Rio Grande
Luther Donnally, S.	.	.	.	.	.	Evergreen
Bessie Guthrie Gibbons, S.	.	.	.	.	.	Rodney
Charles Bailey Guinn, S.	.	.	.	.	.	El Dorado, Kan.
Charles James Hogg, S.	.	.	.	.	.	Pt. Pleasant, W. Va.
Malcolm Ernest McCormick, S.	.	.	.	.	.	McCormick
Charles Oscar Wood, S.	.	.	.	.	.	Patriot

JUNIORS.

Estella Atkinson, S.	.	.	.	.	.	Zaleski
Ernest Boggs, S.	.	.	.	.	.	Patriot
Timothy Francis Carey, C.	.	.	.	.	.	Wellston
Murat Halstead Cherrington, S.	.	.	.	.	.	Pine Grove
Rose Elizabeth Cloud, S.	.	.	.	.	.	Glenn
Virgil Jacob Coughenour, S.	.	.	.	.	.	Carlton
Edward Wesley Edwards, S.	.	.	.	.	.	Rio Grande
Bleeker K. Gillespie, S.	.	.	.	.	.	Rio Grande
Lot Davis Jones, S.	.	.	.	.	.	Wigner
Margaret Jones, S.	.	.	.	.	.	Thurman
Augustus Paul Kerr, S.	.	.	.	.	.	Kerr
Margaret Ann Lewis, S.	.	.	.	.	.	Rio Grande
James G. Morgan, S.	.	.	.	.	.	Kitchen
Varney Shoemaker, S.	.	.	.	.	.	Rio Grande
Robert Emmet Stanton, S.	.	.	.	.	.	Berlin Cross Roads
Mamie Swanson, S.	.	.	.	.	.	Rio Grande
Abraham Lincoln Thomas, S.	.	.	.	.	.	Cora
Charles Luther Wood, S.	.	.	.	.	.	Wigner
Clyde Austen Wood, S.	.	.	.	.	.	Rio Grande

English and Normal Department.

Clifford Barnet Aikin	McArthur
Benjamin Mason Allison	Wales
William Matire Allison	Wales
John Edward Allison	Wales
Jennie Allison	Wales
Num Betz	Harris
Elsie Bradfield	Harrisonville
Guy Y. Brandebury	Rio Grande
Bessie Blaine Brandebury	Rio Grande
John Varney Broughman	Coy
Otis Brown	Swan Creek
Thomas Clinton Cackley	Oak Hill
Carey Caldwell	Mercerville
Susie Carey	Wellston
Ervie Estelle Chambers	Rio Grande
Henry Clifford Clyse	Cadmus
William Edward Davis	Jimes
Evan J. Davis	Cora
William Salter Davis	Ironton
William J. Davis	Cora
Daniel T. Davis	Hewit
Laura Ethel Davis	Bolen's Mill
Maria Davis	Peniel
Bertha Eve Deckard	Edna
William H. Durkee	Rodney
Abram Evans	Thurman
Anna Mae Evans	Thurman
Margaret Evans	Thurman
Edward Luther Evans	Cora
Elizabeth Evans	Rio Grande
Fletcher Allison Fox	Rodney

Ida Guinn	Extra, W. Va.
Jane Hartsook	Edna
Henry Emza Haskins	Crown City
Eliza Haskins	Crown City
Chester A. Horton	Bud
Addison Houlsworth	Rio Grande
Heber Holbrook Howard	Patriot
Anna Jenkins	Peniel
Vina Mae Jones	Thurman
Albert Jones	Harris
Justina Jane Jones	Oak Hill
John Edward Jones	Thurman
Rachel Elma Kyre	Rio Grande
James Monroe Lackey	Herdman
Evan T. Lewis	Samsonville
Amelia Lewis	Rio Grande
Anna Lloyd	Oak Hill
Newton Emory Martin	Wigner
Victor Martin	Northup
James Alvin McCulgin	Kitchen
Katie Mae McLaughlin	Rempel
Bertie Veora Mooney	Swan Creek
Daniel Morgan	Kitchen
Thomas Morgan	Herdman
Gertrude Mossbarger	Thurman
Everett Emerson Neal	Rio Grande
Loren Edward Neal	Rio Grande
Alvin Homer Niday	Boggs
Rufus Finley Noel	Rio Grande
Grace Nutt	Hamden Junction
Griffith Albert Parry	Kitchen
Harry Alexander Poor	Rocky Hill
Mae Reece	Wyoma, W. Va.
Jennie Reece	Wyoma, W. Va.
Frederick Leroy Rice	Rodney
Esther Elizabeth Rickabaugh	Rio Grande
Eugene Scott	Esop
Otho Frederick Shiers	Rio Grande
Laura Luella Smith	Rio Grande
Ellsworth Ezra Smith	Kitchen
Otis Wellington Sowers	Swan

Jessie Armintia Stewart	.	.	.	.	.	.	Bowler
Hester Sarelda Swanson	.	.	.	.	.	.	Rio Grande
John Benjamin Swanson	.	.	.	.	.	.	Rio Grande
Perry Osborn Swisher	.	.	.	.	.	.	Kyger
Charles Taylor	.	.	.	.	.	.	Swan
Lester Wagoner	.	.	.	.	.	.	Gallia
Fred Morgan Watts	.	.	.	.	.	.	Rodney
Mathias Wilbur Welker	.	.	.	.	.	.	Rio Grande
Rachael Wickline	.	.	.	.	.	.	Rio Grande
Evan Christopher Williams	.	.	.	.	.	.	Wales
Nellie Amantha Wood	.	.	.	.	.	.	Rio Grande
Harold Bing Wood	.	.	.	.	.	.	Tycoon

Music Department.

STUDENTS IN VOICE CULTURE.

Freeman Winn Chase	.	.	.	.	.	.	Rutland
Lizzie Edwards	.	.	.	.	.	.	Oak Hill
Anna Isaacs	.	.	.	.	.	.	Cadmus
Elizabeth Jane Jones	.	.	.	.	.	.	Oak Hill
Evan T. Lewis	.	.	.	.	.	.	Samsonville
Katie Mae McLaughlin	.	.	.	.	.	.	Rempel
Mae Reece	.	.	.	.	.	.	Wyoma, W. Va.

INSTRUMENTAL MUSIC.

ORGAN.

Ellen E. Evans	.	.	.	.	.	.	Thurman
Joseph Thomas Hughes	.	.	.	.	.	.	Thurman
Dottie James	.	.	.	.	.	.	Rio Grande
Harry Martin Ridgway	.	.	.	.	.	.	Harris
Mrs. G. B. Weaver	.	.	.	.	.	.	Rio Grande
Ethel M. Waddell	.	.	.	.	.	.	Thurman
Nellie Eagle Wood	.	.	.	.	.	.	Rio Grande

PIANOFORTE.—GRADE I.

Mary Catherine Edwards	.	.	.	.	.	.	Samsonville
Madge Evans	.	.	.	.	.	.	Thurman
Mary Ethel Jones	.	.	.	.	.	.	Thurman
Justina Jane Jones	.	.	.	.	.	.	Oak Hill
Elizabeth Jane Jones	.	.	.	.	.	.	Oak Hill
May Reece	.	.	.	.	.	.	Wyoma, W. Va.
Alice Stewart	.	.	.	.	.	.	Bowler
Ida Myrta Williams	.	.	.	.	.	.	Wales

GRADE II.

Jennie Allison	.	.	.	.	.	.	Wales
Elmer William Coates	.	.	.	.	.	.	Pomeroy
Ada Jane Edwards	.	.	.	.	.	.	Oak Hill
Anna Isaacs	Cadmus
Jennie Reece	Wyoma, W. Va.

GRADE III.

Nellie Amantha Wood	Rio Grande
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POSTGRADUATE WORK.

Carrie Samantha Davis	Rio Grande
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HARMONY CLASS.

Jennie Reece	Ida Myrta Williams
Elmer Coates	Anna Isaacs
Elizabeth Jane Jones	Jennie Allison

SUMMARY.

Collegiate Department	. . . . .	19
Preparatory Department	. . . . .	27
English and Normal Department	. . . . .	84
Music Department	. . . . .	26
		— 156
Counted twice	. . . . .	9
		—
Total	. . . . .	147

Courses of Study.

ENGLISH AND NORMAL COURSE.

The following studies are included in this course. Those studies which belong to the Preparatory Courses, as laid down in this catalogue, are studied only during the terms there mentioned. In all the others classes are organized at any time according to demand.

JUNIOR YEAR.

Reading and Orthography, English Grammar, Mental Arithmetic, Geography, Practical Arithmetic, Penmanship, United States History, Higher Arithmetic begun, Mathematical Geography and Map Drawing.

SENIOR YEAR.

Composition and Rhetoric, Physical Geography, Higher Arithmetic completed, two terms in Algebra, Physiology, Book-keeping, Civil Government, two terms in Natural Philosophy, Theory and Practice of Teaching, *White's Elements of Pedagogy* two terms.

PREPARATORY COURSES.

Scientific.

JUNIOR YEAR.

FIRST TERM.—English Grammar, Etymology—*Harvey*; Higher Arithmetic—*Ray*; United States History.

SECOND TERM.—English Grammar, Syntax—*Harvey*; Higher Arithmetic completed; Elementary Book-keeping.

THIRD TERM.—First Lessons in Latin—*Coy*; Elementary Algebra—*Ray*; Civil Government—*Macy*.

FOURTH TERM.—First Lessons in Latin completed; Elementary Algebra completed; Mathematical Geography and Map Drawing; Elementary Zoölogy twice a week.

SENIOR YEAR.

FIRST TERM.—Viri Romæ—*D'Ooge*; Physical Geography—*Guyot*; Composition and Rhetoric.

SECOND TERM.—Viri Romæ continued; Higher Algebra—*Ray*; Physiology and Hygiene—*Steele*.

THIRD TERM.—Viri Romæ completed; Higher Algebra—*Ray*
Natural Philosophy—*Gage*.

FOURTH TERM.—Cicero's Orations—*Chase & Stuart*; Plane Ge-
ometry—*Chauvenet*; Roman History—*Creighton*; Natural Philosophy
completed.

Classical.

FIRST YEAR.

Same as Junior Year of Scientific.

JUNIOR YEAR.

FIRST TERM.—Viri Romæ—*D'Ooge*; Greek Lessons—*White*;
Physical Geography—*Guyot*.

SECOND TERM.—Viri Romæ continued; Greek Lessons con-
tinued; Physiology and Hygiene—*Steele*.

THIRD TERM.—Viri Romæ completed; Xenophon's Anabasis—
Boise; Grecian History—*Smith*; Natural Philosophy—*Gage*.

FOURTH TERM.—Cicero's Orations—*Chase & Stuart*; Xenophon's
Anabasis continued; Roman History—*Creighton*; Natural Philosophy
completed.

SENIOR YEAR.

FIRST TERM.—Cicero's Orations continued; Anabasis and
Jones's Greek Exercises; Composition and Rhetoric.

SECOND TERM.—Virgil's Æneid—*Chase & Stuart*; Anabasis and
Jones's Greek Exercises; Higher Algebra—*Ray*.

THIRD TERM.—Virgil's Æneid continued; Homer's Iliad—*Boise*;
Higher Algebra continued.

FOURTH TERM.—Virgil's Æneid continued; Homer's Iliad con-
tinued; Plane Geometry—*Chauvenet*.

COLLEGE COURSES.

Scientific.

FRESHMAN YEAR.

FIRST TERM.—Cicero's Orations—*Chase & Stuart*; Geometry—
Chauvenet; French—*Worman & Edgren's Grammar*.

SECOND TERM.—Virgil's Æneid—*Chase & Stuart*; Algebra com-
pleted—*Ray*; French—*Worman & Edgren's Grammar*.

THIRD TERM.—Virgil's Æneid continued; Trigonometry—*Schuy-
ler*; French—*Super*.

FOURTH TERM.—Virgil's Æneid continued; Surveying—*Schuy-
ler*; French—*Super*.

SOPHOMORE YEAR.

FIRST TERM.—Virgil's *Æneid*; German; Analytical Geometry—*Loomis*.

SECOND TERM.—Livy or De Amicitia—*Chase & Stuart*; German—*Worman*; Drawing—*Walker*.

THIRD TERM.—Livy continued or Germania; German—*Worman*; Mechanics—*Kimball's Olmsted*.

FOURTH TERM.—*Horace*; German; Physics—*Kimball's Olmsted*.

JUNIOR YEAR.

FIRST TERM.—Inorganic Chemistry—*Youmans*; Differential Calculus or German Literature; History of English and American Literature—*Shaw*.

SECOND TERM.—History of English and American Literature continued; Integral Calculus or German Literature; Organic Chemistry—*Youmans*.

THIRD TERM.—Physiology—*Huxley*; Geology—*Dana*; Rhetoric—*Welsb*.

FOURTH TERM.—Astronomy—*Young*; Botany—*Gray*; Logic—*Poland*.

SENIOR YEAR.

FIRST TERM.—Zoölogy—*Orton*; History, Medieval and Modern; Mental Philosophy—*Davis*.

SECOND TERM.—Evidences of Christianity—*Fisher*; History of Civilization—*Guizot*; Mental Philosophy completed.

THIRD TERM.—Moral Philosophy; Philology—*Whitney*; Butler's Analogy.

FOURTH TERM.—International Law—*Woolsey*; Political Economy—*Andrews*; United States Constitution and Civil Government—*Andrews*.

Classical.

FRESHMAN YEAR.

FIRST TERM.—Virgil's *Æneid*—*Chase & Stuart*; Homer's *Odyssey*—*Boise & Freeman*; Geometry—*Chauvenet*.

SECOND TERM.—Livy—*Chase & Stuart*; Extracts from Demosthenes and Plato—*Boise & Freeman*; Higher Algebra completed—*Ray*.

THIRD TERM.—Livy continued; Thucydides—*Boise & Freeman*; Trigonometry—*Schuyler*.

FOURTH TERM.—*Horace*—*Chase & Stuart*; Greek—*New Testament*; Surveying—*Schuyler*.

SOPHOMORE YEAR.

FIRST TERM. Cicero de Senectute—*Chase & Stuart*; Herodotus or French; Analytical Geometry—*Loomis*.

SECOND TERM.—Cicero de Amicitia; Xenophon's Memorabilia or French; Drawing.

THIRD TERM.—Tacitus, Germania, or French; Physiology—*Huxley & Youmans*; Mechanics—*Kimball's Olmsted*.

FOURTH TERM.—Tacitus, Agricola, or French; Botany—*Gray*; Physics—*Kimball's Olmsted*.

JUNIOR YEAR.

FIRST TERM.—Inorganic Chemistry—*Youmans*; German—*Worman*; History of English and American Literature—*Shaw*.

SECOND TERM.—English and American Literature continued; German continued; Organic Chemistry—*Youmans*.

THIRD TERM.—Geology—*Dana*; German continued; Rhetoric—*Welsb*.

FOURTH TERM.—Astronomy—*Young*; German continued—*Whitney*; Logic—*Poland*.

SENIOR YEAR.

FIRST TERM.—Zoölogy—*Orton*; History, Medieval and Modern; Mental Philosophy—*Davis*.

SECOND TERM.—Evidences of Christianity—*Fisher*; History of Civilization—*Guizot*; Mental Philosophy completed.

THIRD TERM.—Moral Philosophy; Philology—*Whitney*; Butler's Analogy.

FOURTH TERM.—International Law; Political Economy—*Andrews*; United States Constitution—*Andrews*.

COURSE IN INSTRUMENTAL MUSIC—PIANO.

In accordance with instructions from the Board of Trustees, the following course in music has been prepared. On the satisfactory completion of the course a suitable diploma will be given. Those who complete any part of the course will receive on request a written statement of the work done. It is hoped that by means of this course of study a larger number of music students will reduce their work to system.

No especial time is set for the completion of the different grades. The time required will depend upon the ability and faithfulness of the

student. The student beginning with the rudiments and making ordinary progress can complete the course in four years, taking two lessons a week.

GRADE I.

Instruction begins in Köhler's Preparatory or New England Conservatory Methods.

CUMMINGS—Rudiments of Music.

ALOYS SCHMITT—Preparatory Exercises.

STEPHEN HELLER—Etudes, Op. 47.

CLEMENTI—Sonatinas.

SCHUMANN—Album for the Young. Op. 68.

GRADE II.

MASON & MATTHEWS.—Primer of Music.

EMERY—Elements of Harmony with Supplementary Exercises.

TECHNIC—Carl Tausig, with selections from Czerny.

HELLER—Etudes, Op. 45.

J. S. BACH—Little Preludes and Fugues.

MOZART—Sonatas.

GRADE III.

J. B. CRAMER—Etudes selected.

J. S. BACH—2- and 3-part Inventions.

MENDELSSOHN—Songs without Words.

HELLER—Etudes, Op. 16.

BEETHOVEN—Three easy Sonatas selected.

EMERY—Harmony completed.

KULLAK—School of Octaves, first book.

E. PAUER—Musical Forms.

CHOPIN—Waltzes Selected.

TECHNIC—Tausig and Czerny continued.

GRADE IV.

CLEMENTI—TAUSIG—Gradus ad Parnassum.

KULLAK—School of Octaves, book second.

HENSELT—Etudes, Op. 2.

CHOPIN—Preludes, Op. 28, and Mazurkas selected.

BEETHOVEN—Three Sonatas selected of medium difficulty.

SCHUMANN—Fantasiestücke, Op. 12.

RITTER—History of Music.

Elementary work in Counterpoint begun.

Concert pieces and etudes selected during the course.

Technic from Tausig and Czerny.

Rio Grande College.

HISTORICAL SKETCH.

At the coming commencement, June 15, 1899, Rio Grande college will have been in operation twenty-three years. The following paragraphs contain a brief sketch of its history.

This school owes its existence to the Christian benevolence of Deacon Nehemiah Atwood and his wife, Permelia Atwood. Mr. and Mrs. Atwood were married in 1819, and spent all of their subsequent lives in Raccoon township, Gallia county, Ohio, where they accumulated an estate of over one hundred thousand dollars. About the year 1850, Rev. Ira Z. Haning, a student of the Ohio University at Athens, Ohio, and a minister in the Freewill Baptist denomination, was preaching in Huntington and Raccoon townships, where he was instrumental in bringing about a religious reformation whose good results have ever since been apparent. Under his ministry Mr. and Mrs. Atwood were converted and joined the Freewill Baptist church.

The following record is taken from their family Bible, now in the library of Rio Grande college:

"Nehemiah Atwood and Permelia his wife were baptized, through the mercy of God, by Bro. Ira Z. Haning, Freewill Baptist, 26th January, 1851."

From that time until their death they were active in Christian work and liberal in the support of the church and its benevolent enterprises. Gradually the purpose of giving their entire estate to found and endow an institution for higher Christian education in the place where their lives had been spent and their estate accumulated was developed and matured. In the growth of their sentiments and plans Mr. Haning was their valued adviser.

When Mr. Atwood died, in December, 1869, these plans had been fully formed, but no steps taken to carry them out. His widow at once began to move in this direction. A campus of ten acres was laid out upon one of their farms. Around this campus the village of Rio Grande has grown up. The main college building was erected in the summer of 1875, at the cost of \$17,000. The address at the laying of the corner-stone was delivered by Rev. S. D. Bates, D. D.

Nov. 1, 1875, a meeting was held in Gallipolis for the purpose of effecting a legal organization. At this meeting articles of association were adopted. The preamble is as follows:

"We the undersigned, and our associates, grateful for the natural advantages, providential blessings, and Christian civilization granted to us and our country, desire to recognize and discharge the obligations enforced by such privileges; and believing that a sound education, based upon Christian principles and ethics, is necessary to the development and support of our religious institutions and the present and future welfare of our race, have resolved to establish an institution of learning at Rio Grande, in Gallia county and state of Ohio; and having received pledges from Mrs. Permelia Wood to the amount of over fifty thousand dollars, and the positive payment of over twenty thousand dollars from the same party, do hereby adopt the following articles of association, and appoint the persons herein named trustees to manage and control said institution according to the laws of Ohio and the theology and practice of the Freewill Baptist denomination."

ORGANIZATION OF THE BOARD OF TRUSTEES.

The persons adopting these articles of association were Permelia Wood, Harrison Wood (to whom Mrs. Atwood had been married after her first husband's death), I. Z. Haning, G. W. Eagle, W. C. Eagle, R. P. Porter, W. H. McNeal, J. C. Gross, T. W. Hampton, and J. H. Evans. They organized, with Rev. I. Z. Haning as president and W. H. McNeal as secretary, and chose a full board of twenty-four trustees.

On the same day a certificate of appraisement, in which the building and grounds were valued at twenty thousand dollars, was filed with the auditor of Gallia county.

The board of trustees met at Rio Grande, Dec. 9, 1875, and made arrangements for the erection of a boarding hall. This was soon afterwards built, at a cost of thirteen thousand dollars, the money being furnished by Mrs. Wood.

ORGANIZATION AND DEDICATION OF THE COLLEGE.

At a meeting of the trustees, held at Rio Grande, June 30, 1876, by-laws were adopted, an executive committee appointed, and arrangements made for the dedication of the institution and the opening of the work of instruction.

Aug. 9, 1876, the college was dedicated with appropriate ceremonies. The dedicatory address was delivered by Rev. Ransom Dunn, D. D. A response was made on behalf of the denomination by A. A. Moulton, A. M., and a response on behalf of the people by Rev. H. L. Whitehead.

The following resolution was adopted by the congregation :

"Resolved, That we gratefully recognize the noble generosity of Mrs. Wood in what has already been accomplished in this college work, and pledge our sympathy and co-operation in the prosecution of the enterprise."

On the afternoon of the same day Dr. Dunn delivered an address on "The Power and Advantages of a Collegiate Education."

THE FIRST FACULTY.

In the summer a faculty, consisting of Rev. Ransom Dunn, D. D., as president, with Albanus A. Moulton, A. M., George A. Slayton, A. M., and Nellie M. Phillips, B. S., as the other teachers, was chosen.

BEGINNING OF THE WORK OF THE COLLEGE.

Rio Grande college was opened Sept. 13, 1876. All of the students of the first year were of the preparatory grade. The teachers, however, prepared a collegiate course of study, equal to the courses of study in the first-class colleges of the western states. At the meeting of the board of trustees, June 28, 1877, this was sanctioned, and the line of work for the future clearly marked out. Since that time the work has continued unbrokenly, according to this original plan, with only such minor changes in the selection and arrangement of studies as experience has shown to be best.

PRESENT FINANCIAL RESOURCES OF THE COLLEGE.

Mrs. Wood died March 9, 1885. Her entire estate immediately came into the possession and use of the college. This condition was not disturbed by the litigation that followed. Soon after her death suit was instituted to set aside her will. The suit, which was decided in favor of the college in the lower courts, was carried to the Supreme Court of Ohio, where, in November, 1896, the previous judgments were affirmed. In the language of one of the attorneys employed by the college, "that means that the college has won, and that all litigation in respect to the will is at an end forever." The endowment derived from Mrs. Wood's estate amounts to more than \$69,000. It is under the care of two trustees, Sylvester P. Wood, Esq., and Rev. William J. Fulton, and at present draws six per cent interest.

THE EDUCATIONAL POLICY OF THE COLLEGE.

Rio Grande college endeavors to occupy the proper place in that great system of American education which is now clearly defined in its outline. This position is intermediate. Below the college are the common schools, the high schools, and the preparatory schools. It

would be well if all the appropriate work of these lower schools could be done in them. But, as it is not, most colleges have of necessity a preparatory department. While there are disadvantages in this, still the unity in intellectual work which is secured by having the collegiate work done by the same teachers that have conducted the preparatory work is a compensating advantage.

In the collegiate course the aim has been well expressed, as follows, by a leading American college president :

"To produce scholars whose knowledge of ancient and modern languages and literatures, higher mathematics, experimental science, political and economic history, psychology, ethics, and sociology, enables them to grasp the principles of law or medicine or politics or theology; to guide social progress and form public opinion; to enjoy the companionship of wise and good men of all lands and ages; and to appreciate the results in some department of scientific investigation or historical research."

Above the college is the university, whose work it is to train and develop those select scholars who are not simply to appropriate the things already known, but to advance the knowledge of truth in some chosen fields of study.

In taking and holding this high but intermediate position, Rio Grande college aims to do its appropriate work for its students. Its success in this is demonstrated by the practical ability shown by its graduates in various forms of work, and by the excellent work done by those graduates who have taken university and professional studies.

THE RELIGIOUS POLICY OF THE COLLEGE.

The trustees and teachers consider true religion to be the foundation of the most valuable intellectual attainments, and use every means in their power to promote sound Christian principles among the students. In the words of the articles of association, the college was founded "to promote Christian education."

A system of education that develops only the intellect and appeals only to worldly motives is partial and incomplete. Those who are thus educated cannot have the highest form of personal worth or perform the best work for their fellow men.

The college is under the control of the Freewill Baptist, or Free Baptist, denomination, a clause in the constitution requiring two-thirds of the board of trustees to be members of this church. The work of inculcating religious principle and forming Christian character is pursued in no narrow and illiberal way.

FREE TUITION TO MINISTERIAL STUDENTS.

As a contribution to an enlightened and progressive Christianity, the trustees of the college give free tuition to properly accredited candidates for the Christian ministry, without regard to their denominational connection. In doing this they feel that they make a legitimate claim to the support of Christian ministers and Christian people. They ask such persons to note this fact and call the attention of young men contemplating the ministry to this provision. This privilege admits only to the regular academic work of the college, not to special theological studies or to instruction in music.

THE COLLEGE Y. M. C. A.

Since its organization in 1882 the college Y. M. C. A. has been an important auxiliary in the work of the college. Prof. C. O. Clark is at present the president of this society.

LOCATION AND SURROUNDINGS.

The village of Rio Grande is thirteen miles northwest of Gallipolis, and the same distance east of Oak Hill. It is six miles from Bidwell on the C. H. V. and T. Ry. Students and their baggage are brought from the three above named places to Rio Grande free at the beginning of each term, provided that they notify the president in advance and remain in college an entire term.

The fact that there are no saloons or other places of vicious resort at Rio Grande is a matter of great importance. Young men and women cannot safely be sent to places where these things exist. A few may be proof against temptation, but real safety is found where they do not exist. Rio Grande has none of the demoralizing influences found in cities and large towns.

OUTLINE OF WORK AND METHODS OF TEACHING IN VARIOUS STUDIES.

The different courses set forth in the preceding schedules are commended to the careful consideration of all into whose hands this catalogue may come. To encourage such consideration a particular statement of the work done in many of the different studies is given in the following pages. In the studies not mentioned the work is equally practical and thorough.

THE COMMON-SCHOOL STUDIES.

Many pupils from the public schools come to college without a sufficient knowledge of these studies to enable them to take up at once the other studies of the English and Normal Course or the Preparatory Courses. To meet the needs of such students the following work is done in the common-school studies :

I.—READING.

Articulation, inflection, emphasis, and whatever else is necessary to good oral reading are carefully taught. At the same time the pupil is assisted in forming the power to grasp readily and accurately and fully the meaning of the printed page. An examination covering all these points must be passed. The work in reading occupies one term. *Classes in reading are not formed every term, but whenever the needs of the school demand it.*

II.—GRAMMAR.

Two terms are devoted to this study. The first term is occupied with the study of etymology ; the second with the study of syntax. Very thorough and practical work is done in both classes. Many written exercises are required. The text-book used is Harvey's, but upon several important points the statements and methods of this work are not followed. Where the teaching differs from that of the text-book, pains are taken to give such instruction as can be clearly shown to be in harmony with the facts of the language.

III.—ARITHMETIC.

The instruction given in this branch is extended and accurate and practical. The text-book used is "Ray's Higher Arithmetic." The book is divided into three terms' work. The first extends to percentage ; the second to annuities ; the third includes the remainder of the book. Students are advised not to study the third term's work until they have some knowledge of algebra.

IV.—UNITED STATES HISTORY.

In this study "Barnes's United States History" is used as a text-book, but supplemented with works from various authors. The topical method of recitation is generally used ; but this is varied by such methods as will make the subject attractive to the student and cause the things studied to be best understood. All popular methods are studied, and those used that are best suited to circumstances from term to term. There are students of different degrees of advancement, and it is impossible without varying the instruction to prevent their settling into a

merely passive attitude. The constant endeavor is to keep them alive and eager in their work. Much blackboard work is done and good maps are used in locating historical places.

V.—COMMON-SCHOOL GEOGRAPHY.

One term each is devoted to the study of physical and mathematical geography. For this reason, in the term in which common-school geography is taught, most of the time is spent in a study of the topics that come under political geography. The methods of teaching geography that rendered it a dry and distasteful study have been abandoned. Time and effort are not wasted in the unnecessary memorizing of pages of statistics and the locating of unimportant places. Much time is spent on surface, climate, commerce, routes of travel, people, and the manners and customs of different countries, and on topics of the present. Instead of following the text-book a topical recitation is insisted on. Topics are generally arranged and given at each recitation. These vary in length and difficulty to suit the requirements of the class.

VI.—PHYSIOLOGY.

Since the study of physiology has been made a common-school branch in the schools of Ohio, this college has taken especial pains to give thorough instruction in it. A class is formed each term. The teachings of the text-book are supplemented by the use of a skeleton and of an excellent anatomical chart. Frequent dissections of the most instructive parts of butchered animals are made. The physiological effects of alcohol and tobacco are clearly taught.

The above is a brief statement of the work in this branch that is done in the English and Normal Course and in the Preparatory Department. In the College Course the subject is studied a second time. For this advanced study Huxley and Youman's text-book is used, and many interesting and important truths that are beyond the reach of the student when he first studies this branch are carefully and fully investigated.

VII.—WRITING.

The object of this study is to prepare students for writing rapidly, neatly, and legibly. In order to accomplish this desirable result the students must have a clear conception of the correct forms of the letters and the hand must be trained to trace the forms accurately. Instruction on the position of the body and the holding of the pen is followed by a series of exercises to give the hand a free and easy movement and a correct manner of execution. The letters are analyzed on the blackboard, and the writing of the students, by practice and attention to

criticisms, gradually develops into higher degrees of excellence. Letter-writing and business forms receive due attention as supplementary studies. Classes are formed from term to term according to demand.

VIII.—COMPOSITION.

Although one of the most elementary this is one of the most important studies in the Preparatory Department. For years no text-book on composition has been used. The class is first given a thorough drill in capitalizing and punctuating sentences. Simple essays, mostly descriptive, are then required. Subjects from natural history are favorites in the spring and fall. After learning the history and description of the object chosen, the pupils are required to write it in their own language. When the teacher looks over these productions, sentences having errors in spelling, in grammar, in punctuation, in the use of capitals, or sentences which lack in clearness, strength, etc., are written upon the blackboard, and the correcting of these errors, with the teacher's help, forms the next lesson or lessons. The simpler figures of speech and a little of prosody are also taught.

IX.—PEDAGOGY.

Under the head of "Theory and Practice of Teaching" this study is a part of the English and Normal Course, and two terms of study, the class reciting daily, are required in it. The text-book used is White's "Elements of Pedagogy," and this book is thoroughly studied. The difficulties of the subject receive constant attention from the teacher, and his oral instructions supplement the study of the pupils. The members of the class are required to make such examination of standard pedagogical works as the time at their disposal will permit, and they are required to write upon pedagogical subjects selected by the teacher. Many practical subjects connected with the organization and government of schools are presented to the class in lectures and by conversations between the teacher and class. As far as the practical application of the principles taught is concerned, the main effort is to make this instruction helpful to those who expect to teach in the ungraded rural schools.

The fundamental principles of teaching as an art are few and simple, and these principles are based upon plain and easily proved facts in regard to the minds of children. For this reason the utmost effort is made to secure a mastery of the psychical facts that must be known to the teacher before he can consciously and systematically make his teaching conform to the laws of mental activity and growth.

IMPORTANCE OF ENGLISH STUDIES.

Too much care cannot be given to the fundamental branches, and it is the aim of the faculty to give them the attention demanded by the general deficiency in them and by their own intrinsic value.

A good English education is of such value and is so seldom secured, and this failure so often and so justly exposes even our higher institutions and their graduates to the criticisms of sensible, practical men, that Rio Grande College takes great pains to impart such an education, offers proper encouragement to those who will strive for it, and gives due honor to those who gain it.

Students who have pursued studies of the English and Normal Course elsewhere will not be required to take those studies *in class* here, provided they pass a satisfactory examination. Grades from other schools or from county examinations will not be accepted, but the teachers of Rio Grande college will conduct examinations upon all the studies of this course.

Diplomas are given to those who complete the English and Normal Course.

PREPARATORY AND COLLEGIATE COURSES.

In the following paragraph a statement, strictly based upon the actual work of the school, is made in regard to a number of studies in the Preparatory and Collegiate Courses. These statements are sufficient to show the nature of the work that is done in all the studies of these courses.

I.—BOOK-KEEPING.

A thorough knowledge of accounts is indispensable to a good education. The demand for such knowledge is increasing. Frequent inquiries are made by business men for a good accountant. The forms and principles of book-keeping are taught in such a manner as to prepare one for all the ordinary commercial business transactions. The work done, so far as it goes, is precisely the same as the work that is done in special commercial courses. Bryant's text-book is used and is supplemented by outside work for drill and review.

II.—MATHEMATICAL GEOGRAPHY AND MAP DRAWING.

Five weeks each are given to these studies. The author of the "Mathematical Geography" was the accomplished mathematician, Professor A. A. Moulton, the deceased president of Rio Grande college. The plan and purpose of the work are clearly expressed in the following quotation from the preface: "It is not designed to make the subject

a hobby in any sense, but to treat in a brief, methodical manner, without necessitating a knowledge of higher mathematics on the part of the student, a subject possessed of sufficient practical and disciplinary value to give it good claims to be considered a profitable part of a common school education."

Map drawing is introduced into the course to fix geographical facts in the memory, to secure deftness of hand in tracing outlines, to cultivate a taste for faithful and delicate drawings, and to understand the guiding principles in the construction of the border, scale, title, and lettering of maps. Students have the use of a fine set of Swiss draughting instruments, and are required to complete one map in water colors.

III.—GEOMETRY.

This study is valuable as an exercise in deductive reasoning and as a preparation for the study and application of the higher mathematics and the sciences. Students are taught to connect all the links in the chain of reasoning, thus making the study an important factor in establishing continuity of thought and speech. Miscellaneous exercises are frequently introduced to promote original investigation and independent thought. Special attention is given to the construction of figures and the neatness and symmetrical arrangement of the black-board work.

IV.—TRIGONOMETRY.

This work covers both Plane and Spherical Trigonometry, and the most difficult parts, as presented by Dr. Schuyler, are made the subject of special study. To create a greater interest in the subject and to secure better practical results, students are often encouraged to make their own problems in the field; as, for instance, the determination of the amount and direction of the dip of a coal seam by triangulation. This work has given our students valuable experience in the practical location of coal seams both above and below drainage.

V.—SURVEYING AND ENGINEERING.

In the teaching of these important branches the teacher has constantly in view for his students the attainment of a thorough theoretical knowledge of the principles involved and the ready application of them to practical work. In land surveying Hodgman's "Manual" is used as the best authority, and the following are the requirements:

- I. A thorough knowledge of the transit and other instruments used in a survey.

2. A study of the United States laws relating to the subject and the court decisions on disputed cases.

3. Field work in running boundary and division lines, in locating and establishing corners, in meandering streams, and in locating roads, ditches, and drains.

4. Computations relating to areas and the division and partition of lands.

5. Platting, map-drawing, and lettering.

In engineering the subjects studied have been the Ohio ditch law, public roads, and railroads. The railroad work includes the preliminary surveys for tangents, topography, and grades; the location of simple, reverse, and compound curves; the setting of grade stakes, platting, profile, and cross-sections; computations for earth-work; and an estimate of the cost of construction. The best authorities are always at hand for reference. The practical character of the work in this department has enabled some of our students to fill with credit the office of county surveyor and engineer, and others to win honors among graduates of the leading engineering schools of our country.

VI.—DRAWING.

The first half of the term is devoted to a study of the text and to practice in free-hand drawing; the last half to the theory and practice of technical perspective. As only one term is given to this study it is not expected that students will acquire skill in the art of drawing; but they may secure such an acquaintance with the fundamental laws of the art as to be better able to pass intelligent judgment on works of art, and more fully to appreciate the beauties and teachings of nature.

VII.—LATIN.

The study of Latin is commenced with the beginning of the third term in each year. The work of the first two terms is directed to securing a mastery of the different parts of speech, of the ordinary rules of Latin syntax, and of a vocabulary containing the words most frequently used in the first part of *Viri Romæ*. The principles of the Roman pronunciation of Latin are carefully taught and frequently practised. From the beginning the student is taught to trace English words of Latin derivation to their origin. As the student progresses the method of teaching is altered so as to adapt it to his increased knowledge of the language. Throughout the course in Latin there is thorough and accurate grammatical study. But the error of making the grammatical part of the study the end rather than the means is avoided. The literary beauties of the books that are read, the place

which they occupy in the history of the progress of the human mind, and the historical instruction of which in many cases they are the only sources, are clearly and constantly brought out.

In few departments of teaching have greater improvements in method and aim been made of late years than in the teaching of the ancient languages. It is the aim of the teachers here to keep abreast of this onward movement. Every year some improvement in method, due either to the teacher's increased experience or to his study of what other teachers are doing, is adopted.

In regard to the authors that are read there is no need of special statement here. The work is sufficiently indicated in the schedule of the courses of study. Coy's Latin Lessons is the text-book used for the beginners' class at present. Harkness's "Latin Grammar" is studied and used as a book of reference in connection with all the authors read.

VIII.—GERMAN.

A good pronunciation, a mastery of the elements of grammar, and as large a vocabulary as possible are always aimed at in the one year's work in German. Daily conversations are held, and written exercises are required for the first three terms. These include short letters and essays. Selections in prose and poetry are memorized. The translations are from various authors.

IX.—FRENCH.

One year is spent in the study of French, the class reciting daily. The first thing done is to try to secure a good pronunciation and to develop the power of conversation in French upon familiar subjects. For this purpose Worman's "First French Book" is used. In connection with this work the principles of French grammar are thoroughly taught. The grammar used is Edgren's. A complete mastery of the first part of this book is required. The work above described occupies the first half of the year. During the remainder of the year the work of translation is carried on, with constant reference to the grammar. Super's "French Reader" is the book in use for this part of the work. Selections both in prose and poetry are read. With the latter careful attention is paid to the rules of French prosody.

X.—NATURAL PHILOSOPHY.

The study of natural philosophy embraces two terms. During the first term the properties of matter, pneumatics, and dynamics are taught. One-half of the second term is given to acoustics and optics, the other half to electricity and magnetism. The text-book used is

Gage's "Introduction to Physical Science." As in chemistry so in physics the student reads nature in the language of experiment. One-half the time is given to laboratory work. We call special attention to our facilities for teaching electricity. With a rheostat capable of measuring accurately resistances from 1-10 ohm to 100 ohms; a Wheatstone bridge; galvanometer; electric motor; induction coils; Bunsen, Grenet, Leclanche, Daniell, and Gravity batteries; telegraph and telephone instruments; apparatus for electrolysis and electro-plating, we are able to give instruction in all the more recent and important discoveries in electricity and magnetism.

XI.—CHEMISTRY.

The subject of chemistry covers two terms. During the first term chemical physics and the fundamental principles of chemical science are taught. A full discussion of spectrum analysis is given. The text-book used during this term is Youmans' "Class Book of Chemistry."

Descriptive and organic chemistry with blow-pipe analysis is taught the second term. This term is devoted entirely to laboratory work. Each member of the class is assigned a place in the laboratory and furnished with a set of apparatus for performing experiments. Instruction in the use and manipulation of the apparatus is given. No extra charge is made for the use of the apparatus, but all unnecessary breakage must be made good at the end of the term. Chemicals are kept on hand for laboratory use, and a new supply is added from time to time as needed. Williams's "Introduction to Chemical Science" and his "Laboratory Manual" serve as guides to the student in his work during the term.

XII.—BOTANY.

In teaching botany the text-book is constantly supplemented, as far as possible, by illustrations from nature. Besides the work in class each pupil is required to analyze at least fifty flowers. The flora around Rio Grande is large and interesting. One flower has been pressed which so far as known has not been found elsewhere in Ohio, and several which are rare elsewhere. Our pupils prepared two hundred specimens for the Ohio exhibit at the World's Fair, with duplicates for our own school. We hope to continue the work for the school until it has a complete flora of this section of country. This department is fairly well equipped for its work.

XIII.—ELEMENTARY ZOOLOGY.

"It seems to me I never walked with my eyes open until I began to study zoölogy," said a student, as he deposited on the table the beetles, butterflies, snails, and spiders that he had gathered as he came in from

home on a Monday morning. Ten weeks are sufficient to make but a fair beginning in this comprehensive science; but if pupils' "eyes are opened," and they learn to love this book of nature, they will continue all through life to turn its pages with greater interest, profit, and reverence. The college has quite an interesting collection of "helps" in study, and hopes for more in the near future. Two compound microscopes have been recently purchased for this department.

XIV.—GEOLOGY.

Dana's "Text-Book" is used in this study, with Dana's "Manual," Le Conte, etc., for reference. In the work of instruction constant and thorough use is made of the cabinet. This is the most complete and valuable single collection in the college. The specimens are mounted, classified, labeled, and protected from dust. They illustrate almost every formation described in the text-books on geology. Essays are written by the class on such topics as iron, coal, mineral oil, and aluminum. These are expected to show as exhaustive a study of the subject as the pupil was able to make. Some field work is also done.

XV.—ENGLISH AND AMERICAN LITERATURE.

This study is taken in the first and second terms of the junior year. The work extends from Old English literature to American literature, including the lives and works of English and American authors now living. Shaw's "Literature" is used as a text-book, with Welsh's and others as references. The constant aim of the instructor is to present to the class some of our best authors, and by a careful study of their lives and works to awaken a genuine interest in literature. Believing that time is wasted in the class-room by attempting to learn about too many authors, only those who have been or are most potent influences in our language have been studied.

XVI.—REQUIRED READING.

The class graduating from the Preparatory Department in June, 1900, will be required to pass examination in the following English classics: Shakespeare's "Merchant of Venice"; Scott's "Marmion"; Hawthorne's "Tales of the White Hills, and Sketches"; Lincoln's "Gettysburg Speech, and Other Papers"; Longfellow's "Building of the Ship, and Other Poems."

DEGREES AND DIPLOMAS.

Those who complete a Classical Course receive the degree of bachelor of arts; those completing the Scientific Course that of bachelor of science. Graduates of three years' standing who have maintained professional, literary, or scientific work and study, upon applica-

tion, receive respectively the degrees of master of arts and master of science. A graduation fee of five dollars is charged for each of the above degrees. A graduation fee of two dollars is charged to those who complete the English and Normal Course, and three dollars to those who complete the Music Course. Diplomas are given in all the above cases.

MUSIC.

In the department of instrumental music pupils of all grades are received and taught. Special care and attention are given to beginners and those who come to us with little or no knowledge of the rudiments and foundation of musical structure.

Harmony and history of music are taught free of any expense to the pupil except for books.

We do not claim to make musicians in the fullest meaning of the word, for they are born, not made; but we do claim to develop the artistic in every pupil, and any one satisfactorily completing the course may in one year's time graduate from the New England Conservatory of Music.

A good foundation being absolutely necessary for a musical education, special care is taken to develop the technic of the student. Classes in Mason's "Touch and Technic" will be formed for any who may desire to make this an especial study.

The training of the memory is of great importance, and all work performed in public is required to be thoroughly memorized, as well as all technical work.

Upon graduation the pupil will be required to perform a concerto, which will be selected by the teacher of music.

In the voice-training department the Italian method is in the main used, but it is not strictly adhered to. The aim is to develop the voice in its full power, to train the ear, and to teach the pupil to sing intelligently and acceptably.

Public recitals are given to enable the pupils to appear at ease when singing or playing in public.

In both the vocal and the instrumental departments the system of private lessons is used.

The rental for piano or organ is so small (\$1.50 per term for each hour) that it enables the student to practise as many hours a day as health will permit without incurring great expense.

While many come to study music only, they often find it profitable to take one or more studies in college. The music pupils are under college discipline, and enjoy its reading-room, library, and other privileges.

RHETORICAL EXERCISES.

Four rhetorical exercises are required of each student each term. The members of the school are divided into rhetorical classes under the charge of the teachers. Students entering school here for the first time are excused from the first rhetorical exercise, and especial assistance is given by the teachers to those who have had no previous instruction or experience in composition and speaking. The aim of this work is to train the students to speak with self-possession, grace, and energy, and to write correct and expressive English. Excellent opportunities for additional practice of this kind is afforded by the Shakespearian Literary Society.

PUBLIC RHETORICAL EXERCISES.

Public rhetorical exercises are held on Thursday evening of the ninth week of each term. These exercises are in great part declamations, but essays, orations, and discussions make part of the program at times. Those who take part are selected from the lower as well as the more advanced classes, and there are usually twelve participants in each exercise. The separate parts are short, and the aim is to train the speakers to deliver them with plainness and force. The passages to be spoken are selected with care on account of excellence in sentiment and beauty and force of language. These exercises have been of great interest and value, and are always largely attended. They have helped to elevate the literary taste of both the students and the community.

EXPENSES.

Tuition, Common English Studies, per term	\$6 00
“ Higher Studies, per term	7 00
Instrumental Music, per term of 20 lessons	8 00
Use of Organ or Piano for practice, two hours daily, per term	3 00

All dues payable at least half a term in advance.

When students do not enter at the beginning of a term, tuition is not charged for the time that has been lost.

FREE TUITION UNDER THE “BOXWELL LAW.”

Graduates from the common schools of Ohio under the “Boxwell Law,” who attend Rio Grande college one term within one year after their graduation, will be admitted free of charge for the term immediately following.

BOARDING.

Boarding and lodging with all things furnished to the student can be obtained at \$2.50 per week or less, both in the College Boarding Hall and in private houses in and near the village. Where the student furnishes fuel, lights, bedding, and toilet articles the price is reduced.

Opportunities for self-boarding may be obtained by corresponding in advance with the president.

READING-ROOM.

The works of reference that belong to the college library are kept in a reading-room, to which the students have daily access. The reading-room is also well supplied with standard and local periodicals. The following standard periodicals have been received the present year: *The American Monthly Review of Reviews*, *The Cosmopolitan*, *The Century Magazine*, *The Forum*, *Public Opinion*, *The Living Age*, *McClure's Magazine*, *Frank Leslie's Magazine*, *The Youth's Companion*, *The Morning Star*, *The Journal and Messenger*, *The Western Christian Advocate*, *The Free Baptist*, *The Advocate of Peace*, *The American Economist*, *The Union Signal*, *The Ohio Educational Monthly*, *The Scientific American*, *The Double Cross*, and *The Missionary Helper*. In addition to these about twenty local papers have been regularly placed in the reading-room.

LIBRARY.

Students have free use of the college library. The books have been carefully selected, and the library as a whole is well adapted to the needs of the students. The library is increased annually by donation and purchase.

WHAT THE COLLEGE CLAIMS.

In view of the thorough and practical instruction given in all departments, of the present facilities for illustrating by proper apparatus and material the studies that require such illustration, of the fact that substantial additions are made to library, apparatus, etc., every year, of the important fact that the students are brought into close personal relations with the teachers daily, and receive careful personal attention at each recitation, and, lastly, in view of the positions which the graduates and advanced students have been able to secure and retain, the trustees claim for Rio Grande college a standing among the best educational institutions, and the claim is recognized wherever the college and its work are known.

In addition the trustees confidently assert that the advantages here offered are provided at as small expense to the student as by any other school of like grade in the country. There are very few institutions of equal rank where expenses are not much greater. Parents desiring to educate their children, and thoughtful young men and women desiring to educate themselves, are invited to consider these facts before deciding that it is impossible to secure a higher education. To all the people in southeastern Ohio and the adjacent parts of West Virginia and Kentucky, Rio Grande college

affords the opportunity of a college education at a smaller cost than they can secure it elsewhere. Many have secured such an education here who could not have done so elsewhere. Students from a distance can attend here and save much more than the cost of travel. Those who are poor in this world's goods are often rich in talent and character. To such persons Rio Grande college opens wide the door of opportunity.

HOW TO HELP RIO GRANDE COLLEGE.

Those who receive and read this catalogue are earnestly requested to consider the following suggestions as to the ways in which they can help the college extend its noble influence in the world.

1. By securing students. A word spoken in season may cause some young person to take a course that will increase his personal success and public usefulness beyond all computation. Do not speak that word only when the opportunity is thrust upon you, but seek the opportunity.

2. By sending to the college officers the names and addresses of persons to whom it would be profitable to send catalogues and circulars for the purpose of securing students, and of persons who would probably respond favorably to an invitation to contribute to its funds.

3. By contributing personally to the endowment fund. While this is a time in which large and almost startling gifts are being made to educational institutions, it is also a time in which some of the grandest agencies for good are being established by a multitude of smaller gifts. In the latter way it is entirely possible for the friends of Rio Grande college to make it rich and strong for the great and enduring usefulness for which it is destined. Let no friend, therefore, withhold his gift because it cannot be large. It is well to remember that if a large number of donors here concentrate their moderate donations this may hereafter attract some great and princely gift.

The trustees ardently hope that these considerations will have full weight with those who read this catalogue. They earnestly desire the widest and most liberal co-operation of all true friends of higher Christian education.

ALUMNI ASSOCIATION.

This association was organized in 1892. The present officers of the association are Benner Jones, Jackson, O., president; May Fulton, Rio Grande, O., secretary; J. W. Davis, Co. B., 2d U. S. Vol. Engineers, Camp Columbia, Havana, Cuba, treasurer; Mrs. Minnie C. Jones, Gallipolis, O., Mrs. Flora W. Carter, London, O., and Prof. J. D. Holcomb, Rio Grande, O., executive committee.



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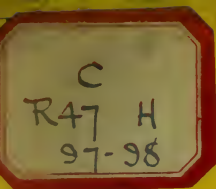
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Rio Grande, Ohio

1876-1898

CATALOGUE OF

RIO GRANDE

COLLEGE ▲ ▲



AUG 2 1898

RIO GRANDE, OHIO

MAY, 1898

Calendar.

1898.

Baccalaureate Sermon, Sunday, 10.30 A. M.	June 12
Annual Address before Y. M. C. A., Sunday evening	June 12
Anniversary of Preparatory Department, Monday evening	June 13
Shakespearian Society Anniversary, Thursday evening	June 14
Trustee Meeting, Wednesday 9 A. M.	June 15
Annual Address, Wednesday evening	June 15
Commencement Day, Thursday	June 16
Graduating Exercises, Collegiate Department	10 A. M
First Term of College Year, 1898-99, begins Monday	Aug. 29
Second Term	Nov. 7
Winter Vacation begins Friday	Dec. 23

1899.

College opens Monday	Jan. 9
Third Term begins Monday	Jan. 30
Fourth Term	April 10
Baccalaureate Sermon, Sunday, 10.30 A. M.	June 11
Annual Address before Y. M. C. A., Sunday evening	June 11
Anniversary of Preparatory Department, Monday evening	June 12
Shakespearian Society Anniversary, Tuesday evening	June 13
Trustee Meeting, Wednesday, 9 A. M.	June 14
Annual Address, Wednesday evening	June 14
Commencement Day, Thursday	June 15



College Hall.

Boarding Hall.

Annual Catalogue
OF THE
OFFICERS AND STUDENTS
OF
Rio · Grande · College

RIO GRANDE, GALLIA CO., OHIO

MAY, 1898

BOSTON
MORNING STAR PUBLISHING HOUSE
1898

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Collegiate Department.

GRADUATES 1897.

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Millard Fillmore Leonard, S.	Addison
Carrie Shires, S.	Rio Grande

SENIORS.

Hilas Lawrence Atkinson, S.	Zaleski
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Carrie Samantha Davis, S.	Rio Grande
Ella Rebecca Price, S.	Waits

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Charles Elliot Davis, S.	Rio Grande
Irene Isabelle Holcomb, S.	Rio Grande

SOPHOMORES.

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Lola L. Cherrington, S.	Ewington

FRESHMEN.

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Freeman Winn Chase, S.	Rutland
Edward Milton Evans, S.	Thurman
Homer Coyl Lash, S.	Whealersburg
Fred Louks Smith, S.	.	.	.	.	.	.	.	James

S. W. Newton Ross, S.

Rio Grande.

Preparatory Department.

SENIORS.

* Edward Lee Bandy, S.	.	.	.	.	Rio Grande
Mary Euphemia Campbell, S.	.	.	.	.	Rodney
Richard Roland Edwards, S.	.	.	.	.	Thurman
Bonnie Birdie Holcomb, S.	.	.	.	.	Vinton
* Elizabeth Jones, S.	.	.	.	.	Oak Hill
* Anna Mary Morgan, S.	.	.	.	.	Oak Hill
John Stanley Morgan, S.	.	.	.	.	Kitchen
* Gilbert Ezra Neal, S.	.	.	.	.	Bladen
* Ella M. Rothgeb, S.	.	.	.	.	Addison
Dora Alice Smith	.	.	.	.	Kitchen

JUNIORS.

Sim H. Bing, S.	Rodney
Ernest Boggs, S.	Patriot
Timothy Francis Carey, C.	Guyandotte, W. Va.
Carl Benton Clark, S.	Pine Grove
Elmer William Coates, C.	Syracuse
John Boyd Davis, S.	Rio Grande
Luther Donnally, S.	Evergreen
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Clyde Austen Wood, S.	Rio Grande

C., Classical ; S., Scientific.

English and Normal Department.

Jennie Herbert Morgan, <i>Graduate</i>	.	.	.	.	Kitchen
Mary Catherine Smith, <i>Graduate</i>	.	.	.	.	Rio Grande
Benjamin Mason Allison	.	.	.	.	Wales
William Matire Allison	.	.	.	.	Wales
* Estella Atkinson	.	.	.	.	Zaleski
Num Betz	.	.	.	.	Harris
Guy Y. Brandebury	.	.	.	.	Rio Grande
Bessie Blaine Brandebury	.	.	.	.	Rio Grande
Cora Nelle Broughman	.	.	.	.	Coy
John Varney Broughman	.	.	.	.	Coy
Carey Caldwell	.	.	.	.	Mercerville
Lydia Eleanor Campbell	.	.	.	.	Rodney
Erva Estelle Chambers	.	.	.	.	Rio Grande
Murat Halstead Cherrington	.	.	.	.	Pine Grove
Ina Childers	.	.	.	.	Cora
Robert Lee Cloud	.	.	.	.	Thurman
Virgil Jacob Coughenour	.	.	.	.	Carlton
Amy May Davis	.	.	.	.	Thurman
Thomas Davis	.	.	.	.	Rio Grande
William J. Davis	.	.	.	.	Cora
Bertha Eve Deckard	.	.	.	.	Edna
Jacob Deckard	.	.	.	.	Rio Grande
James Wallace Denison	.	.	.	.	Salem Center
Rose Ella Dunlap	.	.	.	.	Leon, W. Va.
William H. Durkee	.	.	.	.	Rodney
Anna Delpha Edwards	.	.	.	.	Rio Grande
David Luther Edwards	.	.	.	.	Thurman
Edward Wesley Edwards	.	.	.	.	Rio Grande
Anna Mae Evans	.	.	.	.	Thurman
Edward Luther Evans	.	.	.	.	Cora
Edward Morgan Evans	.	.	.	.	Herdman
* John R. Evans	.	.	.	.	Peniel

Margaret Ann Evans	.	.	.	.	.	.	Holcomb
Rowland Hill Evans	.	.	.	.	.	.	Peniel
Viola Fielding	.	.	.	.	.	.	Kitchen
Mae First	.	.	.	.	.	.	Bulaville
Fletcher Allison Fox	.	.	.	.	.	.	Rodney
Adoniram Judson Glassburn	.	.	.	.	.	.	Harris
Jane Hartsook	.	.	.	.	.	.	Edna
Tincia Hartsook	.	.	.	.	.	.	Edna
Taylor L. Horton	.	.	.	.	.	.	Banner
Joseph Spencer Houlsworth	.	.	.	.	.	.	Rio Grande
Anna Isaacs	.	.	.	.	.	.	Cadmus
Thomas Webster Jenkins	.	.	.	.	.	.	Peniel
Albert Jones	.	.	.	.	.	.	Harris
Anna Grace Jones	.	.	.	.	.	.	Keystone
Elizabeth Jane Jones	.	.	.	.	.	.	Oak Hill
Jennye Jones	.	.	.	.	.	.	Oak Hill
Maggie A. Jones	.	.	.	.	.	.	Oak Hill
Margaret Jones	.	.	.	.	.	.	Thurman
Edward Keivens	.	.	.	.	.	.	Rio Grande
Amelia Lewis	.	.	.	.	.	.	Rio Grande
Margaret Ann Lewis	.	.	.	.	.	.	Rio Grande
Vennie Matthews	.	.	.	.	.	.	Vinton
Roy Matthias	.	.	.	.	.	.	Esop
Nathaniel Stephen McCarley	.	.	.	.	.	.	Cadmus
Daniel Morgan	.	.	.	.	.	.	Kitchen
Everett Humphreys Morgan	.	.	.	.	.	.	Cora
James G. Morgan	.	.	.	.	.	.	Kitchen
William Edgar Morgan	.	.	.	.	.	.	Cora
Gertrude Mossbarger	.	.	.	.	.	.	Thurman
Edward Emerson Myers	.	.	.	.	.	.	Coy
Everett E. Neal	.	.	.	.	.	.	Bowler
Loren Edward Neal	.	.	.	.	.	.	Bowler
Oma Noel	.	.	.	.	.	.	Rio Grande
Kate Parry	.	.	.	.	.	.	Wales
Harry Alexander Poor	.	.	.	.	.	.	Rocky Hill
Jennie Reece	.	.	.	.	.	.	Wyoma, W. Va.
John David Rees	.	.	.	.	.	.	Oak Hill
David H. Reese	.	.	.	.	.	.	Esop
Kate J. Richards	.	.	.	.	.	.	Rio Grande
Thomas Charles Richards	.	.	.	.	.	.	Rio Grande
Fannie May Rose	.	.	.	.	.	.	Peniel

Cora Rucker	Rappsburg
Margaret Rucker	Rappsburg
* Varney Shoemaker	Rio Grande
Ella Mayme Sims	Wales
John Harry Sims	Wales
Ellsworth Ezra Smith	Kitchen
Laura Luella Smith	Rio Grande
Ola Ethel Smith	Rio Grande
Charles Henry Swanson	Rio Grande
Hester Sarelda Swanson	Rio Grande
Mamie Swanson	Rio Grande
Nellie Swanson	Rio Grande
Perry Swisher	Cheshire
Charles Shelby Tanner	Rio Grande
Charles Taylor	Swan
Abraham Lincoln Thomas	Cora
Mary Edith Toumine	Wellston
Mary Elizabeth Viney	Pine Grove
Lester Wagoner	Cadmus
Fred Morgan Watts	Rodney
Matthias Wilber Welker	Rio Grande
Mabelle Clair White	Rio Grande
William Henry Whitt	Perlie, Ky.
David Wickline	Rio Grande
Chester Arthur Wiseman	Cadmus
Charles Luther Wood	Wigner
Nellie Amantha Wood	Rio Grande

Those students in the Preparatory Department and the English and Normal Department whose names are starred have also by permission pursued selected studies in the Collegiate Course.

Music Department.

GRADUATES 1897.

Edith Corn	Thurman
Carrie Samantha Davis	Rio Grande
Charlotte Evans	Thurman

STUDENTS IN VOICE CULTURE.

Elizabeth Jane Jones	Oak Hill
Carrie Wood	Rio Grande
Ola Smith	Rio Grande
David B. Davis	Oak Hill

COLLEGE GLEE CLUB.

M. H. Cherrington.	E. W. Edwards.
F. W. Chase.	S. N. Rees.
E. M. Evans.	A. P. Kerr.
A. C. Droz.	D. B. Davis.

INSTRUMENTAL MUSIC.

ORGAN.

Susie Carey	Guyandotte, W. Va.
David B. Davis	Oak Hill
Jennie Alice Jones	Keystone
Anna Isaacs	Cadmus

PIANOFORTE.—GRADE I.

Ester Rickabough	Rio Grande
Madge Evans	Thurman
Jessie Swanson	Rio Grande
Ella Dunlap	Leon, W. Va.
M. H. Cherrington	Pine Grove
Estella Atkinson	Zaleski
Elizabeth Jane Jones	Oak Hill
Beryl Feltman	Vinton
Ada Jane Edwards	Oak Hill
Elmer Coates	Syracuse

PIANOFORTE.—GRADE II.

Jennye Jones	.	.	.	.	.	.	Oak Hill
Jennie Reece	.	.	.	.	.	.	Wyoma, W. Va.
Clara Morgan	.	.	.	.	.	.	Cora
Ora Shires	.	.	.	.	.	.	Rio Grande
Nellie Wood	.	.	.	.	.	.	Rio Grande
Cora Willbarger	Bidwell
Minnie Schack	Vinton

PIANOFORTE.—GRADE III.

Ola Smith	Rio Grande
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THEORY CLASS.

Estelle Atkinson	M. H. Cherrington
David B. Davis	Elizabeth Jane Jones
Ada Jane Edwards	Jennie Reece
Ola Smith	Minnie Shack
Elmer Coates	Jessie Swanson

HARMONY CLASS.

Minnie Shack	Ola Smith
Elmer Coates	Jennie Reece
Anna Isaacs	D. B. Davis
Ada Jane Edwards	Elizabeth Jane Jones
Jennie Alice Jones	Estella Atkinson
Clara Morgan	

SUMMARY.

Collegiate Department	.	.	.	.	13 14
Preparatory Department	.	.	.	.	27
English and Normal Department	.	.	.	.	100
Music Department	.	.	.	.	29
					<hr/> 169 170
Counted more than once	.	.	.	.	16
					<hr/> 453 154

Courses of Study.

ENGLISH AND NORMAL COURSE.

The following studies are included in this course. Those studies which belong to the Preparatory Courses, as laid down in this catalogue, are studied only during the terms there mentioned. In all the others classes are organized at any time according to demand.

JUNIOR YEAR.

Reading and Orthography, English Grammar, Mental Arithmetic, Geography, Practical Arithmetic, Penmanship, United States History, Higher Arithmetic begun, Mathematical Geography and Map Drawing.

SENIOR YEAR.

Composition and Rhetoric, Physical Geography, Higher Arithmetic completed, two terms in Algebra, Physiology, Book-keeping, Civil Government, two terms in Natural Philosophy, Theory and Practice of Teaching, *White's Elements of Pedagogy* two terms.

PREPARATORY COURSES.

Scientific.

JUNIOR YEAR.

FIRST TERM.—English Grammar, Etymology—*Harvey*; Higher Arithmetic—*Ray*; United States History.

SECOND TERM.—English Grammar, Syntax—*Harvey*; Higher Arithmetic completed; Elementary Book-keeping.

THIRD TERM.—First Lessons in Latin—*Coy*; Elementary Algebra—*Ray*; Civil Government—*Macy*.

FOURTH TERM.—First Lessons in Latin completed; Elementary Algebra completed; Mathematical Geography and Map Drawing; Elementary Zoölogy twice a week.

SENIOR YEAR.

FIRST TERM.—Viri Romæ—*D'Ooge*; Physical Geography—*Guyot*; Composition and Rhetoric.

SECOND TERM.—Viri Romæ continued; Higher Algebra—*Ray*; Physiology and Hygiene—*Steele*.

THIRD TERM.—Viri Romæ completed; Higher Algebra—*Ray*; Natural Philosophy—*Gage*.

FOURTH TERM.—Cicero's Orations—*Chase & Stuart*; Plane Geometry—*Chauvenet*; Roman History—*Creighton*; Natural Philosophy completed.

Classical.

FIRST YEAR.

Same as Junior Year of Scientific.

JUNIOR YEAR.

FIRST TERM.—Viri Romæ—*D'Ooge*; Greek Lessons—*White*; Physical Geography—*Guyot*.

SECOND TERM.—Viri Romæ continued; Greek Lessons continued; Physiology and Hygiene—*Steele*.

THIRD TERM.—Viri Romæ completed; Xenophon's Anabasis—*Boise*; Grecian History—*Smith*; Natural Philosophy—*Gage*.

FOURTH TERM.—Cicero's Orations—*Chase & Stuart*; Xenophon's Anabasis continued; Roman History—*Creighton*; Natural Philosophy completed.

SENIOR YEAR.

FIRST TERM.—Cicero's Orations continued; Anabasis and Jones's Greek Exercises; Composition and Rhetoric.

SECOND TERM.—Virgil's *Æneid*—*Chase & Stuart*; Anabasis and Jones's Greek Exercises; Higher Algebra—*Ray*.

THIRD TERM.—Virgil's *Æneid* continued; Homer's *Iliad*—*Boise*; Higher Algebra continued.

FOURTH TERM.—Virgil's *Æneid* continued; Homer's *Iliad* continued; Plane Geometry—*Chauvenet*.

COLLEGE COURSES.

Scientific.

FRESHMAN YEAR.

FIRST TERM.—Cicero's Orations—*Chase & Stuart*; Geometry—*Chaucenet*; French—*Worman & Edgren's Grammar*.

SECOND TERM.—Virgil's *Æneid*—*Chase & Stuart*; Algebra completed—*Ray*; French—*Worman & Edgren's Grammar*.

THIRD TERM.—Virgil's *Æneid* continued; Trigonometry—*Schuyler*; French—*Super*.

FOURTH TERM.—Virgil's *Æneid* continued; Surveying—*Schuyler*; French—*Super*.

SOPHOMORE YEAR.

FIRST TERM.—Virgil's *Æneid*; German; Analytical Geometry—*Loomis*.

SECOND TERM.—Livy or De Amicitia—*Chase & Stuart*; German—*Worman*; Drawing—*Walker*.

THIRD TERM.—Livy continued or Germania; German—*Worman*; Mechanics—*Kimball's Olmsted*.

FOURTH TERM.—*Horace*; German; Physics—*Kimball's Olmsted*.

JUNIOR YEAR.

FIRST TERM.—Inorganic Chemistry—*Youmans*; Differential Calculus or German Literature; History of English and American Literature—*Shaw*.

SECOND TERM.—History of English and American Literature continued; Integral Calculus or German Literature; Organic Chemistry—*Youmans*.

THIRD TERM.—Physiology—*Huxley*; Geology—*Dana*; Rhetoric—*Welsb*.

FOURTH TERM.—Astronomy—*Young*; Botany—*Gray*; Logic—*Poland*.

SENIOR YEAR.

FIRST TERM.—Zoölogy—*Orton*; History, Medieval and Modern; Mental Philosophy—*Davis*.

SECOND TERM.—Evidences of Christianity—*Fisher*; History of Civilization—*Guzot*; Mental Philosophy completed.

THIRD TERM.—Moral Philosophy; Philology—*Whitney*; Butler's Analogy.

FOURTH TERM.—International Law—*Woolsey*; Political Economy—*Andrews*; United States Constitution and Civil Government—*Andrews*.

Classical.

FRESHMAN YEAR.

FIRST TERM.—Virgil's *Æneid*—*Chase & Stuart* ; Homer's *Odyssey*—*Boise & Freeman* ; Geometry—*Chauvenet*.

SECOND TERM.—Livy—*Chase & Stuart* ; Extracts from Demosthenes and Plato—*Boise & Freeman* ; Higher Algebra completed—*Ray*.

THIRD TERM.—Livy continued ; Thucydides—*Boise & Freeman* ; Trigonometry—*Schuyler*.

FOURTH TERM.—Horace—*Chase & Stuart* ; Greek—*New Testament* ; Surveying—*Schuyler*.

SOPHOMORE YEAR.

FIRST TERM. Cicero de Senectute—*Chase & Stuart* ; Herodotus or French ; Analytical Geometry—*Loomis*.

SECOND TERM.—Cicero de Amicitia ; Xenophon's *Memorabilia* or French ; Drawing.

THIRD TERM.—Tacitus, *Germania*, or French ; Physiology—*Huxley & Youmans* ; Mechanics—*Kimball's Olmsted*.

FOURTH TERM.—Tacitus, *Agricola*, or French ; Botany—*Gray* ; Physics—*Kimball's Olmsted*.

JUNIOR YEAR.

FIRST TERM.—Inorganic Chemistry—*Youmans* ; German—*Worman* ; History of English and American Literature—*Shaw*.

SECOND TERM.—English and American Literature continued ; German continued ; Organic Chemistry—*Youmans*.

THIRD TERM.—Geology—*Dana* ; German continued ; Rhetoric—*Welsh*.

FOURTH TERM.—Astronomy—*Young* ; German continued—*Whitney* ; Logic—*Poland*.

SENIOR YEAR.

FIRST TERM.—Zoölogy—*Orton* ; History, Medieval and Modern ; Mental Philosophy—*Davis*.

SECOND TERM.—Evidences of Christianity—*Fisher* ; History of Civilization—*Guizot* ; Mental Philosophy completed.

THIRD TERM.—Moral Philosophy ; Philology—*Whitney* ; Butler's *Analogy*.

FOURTH TERM.—International Law ; Political Economy—*Andrews* ; United States Constitution—*Andrews*.

COURSE IN INSTRUMENTAL MUSIC—PIANO.

In accordance with instructions from the Board of Trustees, the following course in music has been prepared. On the satisfactory completion of the course a suitable diploma will be given. Those who complete any part of the course will receive on request a written statement of the work done. It is hoped that by means of this course of study a larger number of music students will reduce their work to system.

No especial time is set for the completion of the different grades. The time required will depend upon the ability and faithfulness of the student. The student beginning with the rudiments and making ordinary progress can complete the course in four years, taking two lessons a week.

GRADE I.

Instruction begins in Köhler's Preparatory or New England Conservatory Methods.

CUMMINGS—Rudiments of Music.

ALOYS SCHMITT—Preparatory Exercises.

STEPHEN HELLER—Etudes, Op. 47.

CLEMENTI—Sonatinas.

SCHUMANN—Album for the Young. Op. 68.

GRADE II.

MASON & MATTHEWS.—Primer of Music.

EMERY—Elements of Harmony with Supplementary Exercises.

TECHNIC—Carl Tausig, with selections from Czerny.

HELLER—Etudes, Op. 45.

J. S. BACH—Little Preludes and Fugues.

MOZART—Sonatas.

GRADE III.

J. B. CRAMER—Etudes selected.

J. S. BACH—2- and 3-part Inventions.

MENDELSSOHN—Songs without Words.

HELLER—Etudes, Op. 16.

BEETHOVEN—Three easy Sonatas selected.

EMERY—Harmony completed.

KULLAK—School of Octaves, first book.

E. PAUER—Musical Forms.

CHOPIN—Waltzes Selected.

TECHNIC—Tausig and Czerny continued.

GRADE IV.

CLEMENTI-TAUSIG—Gradus ad Parnassum.

KULLAK—School of Octaves, book second.

HENSELT—Etudes, Op. 2.

CHOPIN—Preludes, Op. 28, and Mazurkas selected.

BEETHOVEN—Three Sonatas selected of medium difficulty.

SCHUMANN—Fantasiestücke, Op. 12.

RITTER—History of Music.

Elementary work in Counterpoint begun.

Concert pieces and etudes selected during the course.

Technic from Tausig and Czerny.

Rio Grande College.

HISTORICAL SKETCH.

At the coming commencement, June 16, 1898, Rio Grande college will have been in operation twenty-two years. The following paragraphs contain a brief sketch of its history.

This school owes its existence to the Christian benevolence of Deacon Nehemiah Atwood and his wife, Permelia Atwood. Mr. and Mrs. Atwood were married in 1819, and spent all of their subsequent lives in Raccoon township, Gallia county, Ohio, where they accumulated an estate of over one hundred thousand dollars. About the year 1850, Rev. Ira Z. Haning, a student of the Ohio University at Athens, Ohio, and a minister in the Freewill Baptist denomination, was preaching in Huntington and Raccoon townships, where he was instrumental in bringing about a religious reformation whose good results have ever been apparent. Under his ministry Mr. and Mrs. Atwood were converted and joined the Freewill Baptist church.

The following record is taken from their family Bible, now in the library of Rio Grande college:

"Nehemiah Atwood and Permelia his wife were baptized, through the mercy of God, by Bro. Ira Z. Haning, Freewill Baptist, 26th January, 1851."

From that time until their death they were active in Christian work and liberal in the support of the church and its benevolent enterprises.

Gradually the purpose of giving their entire estate to found and endow an institution for higher Christian education in the place where their lives had been spent and their estate accumulated was developed and matured. In the growth of their sentiments and plans Mr. Haning was their valued adviser.

When Mr. Atwood died, in December, 1869, these plans had been fully formed, but no steps taken to carry them out. His widow at once began to move in this direction. A campus of ten acres was laid out upon one of their farms. Around this campus the village of Rio Grande has grown up. The main college building was erected in the summer of 1875, at the cost of \$17,000. The address at the laying of the corner-stone was delivered by Rev. S. D. Bates, D. D.

Nov. 1, 1875, a meeting was held in Gallipolis for the purpose of effecting a legal organization. At this meeting articles of association were adopted. The preamble is as follows :

"We the undersigned, and our associates, grateful for the natural advantages, providential blessings, and Christian civilization granted to us and our country, desire to recognize and discharge the obligations enforced by such privileges ; and believing that a sound education, based upon Christian principles and ethics, is necessary to the development and support of our religious institutions and the present and future welfare of our race, have resolved to establish an institution of learning at Rio Grande, in Gallia county and state of Ohio ; and having received pledges from Mrs. Permelia Wood to the amount of over fifty thousand dollars, and the positive payment of over twenty thousand dollars from the same party, do hereby adopt the following articles of association, and appoint the persons herein named trustees to manage and control said institution according to the laws of Ohio and the theology and practice of the Freewill Baptist denomination."

ORGANIZATION OF THE BOARD OF TRUSTEES.

The persons adopting these articles of association were Permelia Wood, Harrison Wood (to whom Mrs. Atwood had been married after her first husband's death), I. Z. Haning, G. W. Eagle, W. C. Eagle, R. P. Porter, W. H. McNeal, J. C. Gross, T. W. Hampton, and J. H. Evans. They organized, with Rev. I. Z. Haning as president and W. H. McNeal as secretary, and chose a full board of twenty-four trustees.

On the same day a certificate of appraisement, in which the building and grounds were valued at twenty thousand dollars, was filed with the auditor of Gallia county.

The board of trustees met at Rio Grande, Dec. 9, 1875, and made arrangements for the erection of a boarding hall. This was soon afterwards built, at a cost of thirteen thousand dollars, the money being furnished by Mrs. Wood.

ORGANIZATION AND DEDICATION OF THE COLLEGE.

At a meeting of the trustees, held at Rio Grande, June 30, 1876, by-laws were adopted, an executive committee appointed, and arrangements made for the dedication of the institution and the opening of the work of instruction.

Aug. 9, 1876, the college was dedicated with appropriate ceremonies. The dedicatory address was delivered by Rev. Ransom Dunn, D. D. A response was made on behalf of the denomination by A. A. Moulton, A. M., and a response on behalf of the people by Rev. H. L. Whitehead.

The following resolution was adopted by the congregation :

"Resolved, That we gratefully recognize the noble generosity of Mrs. Wood in what has already been accomplished in this college work, and pledge our sympathy and co-operation in the prosecution of the enterprise."

On the afternoon of the same day Dr. Dunn delivered an address on "The Power and Advantages of a Collegiate Education."

THE FIRST FACULTY.

In the summer a faculty, consisting of Rev. Ransom Dunn, D. D., as president, with Albanus A. Moulton, A. M., George A. Slayton, A. M., and Nellie M. Phillips, B. S., as the other teachers, was chosen.

BEGINNING OF THE WORK OF THE COLLEGE.

Rio Grande college was opened Sept. 13, 1876. All of the students of the first year were of the preparatory grade. The teachers, however, prepared a collegiate course of study, equal to the courses of study in the first-class colleges of the western states. At the meeting of the board of trustees, June 28, 1877, this was sanctioned, and the line of work for the future clearly marked out. Since that time the work has continued unbrokenly, according to this original plan, with only such minor changes in the selection and arrangement of studies as experience has shown to be best.

PRESENT FINANCIAL RESOURCES OF THE COLLEGE.

Mrs. Wood died March 9, 1885. Her entire estate immediately came into the possession and use of the college. This condition was not disturbed by the litigation that followed. Soon after her death suit was instituted to set aside her will. The suit, which was decided in favor of the college in the lower courts, was carried to the Supreme Court of Ohio, where, in November, 1896, the previous judgments were affirmed. In the language of one of the attorneys employed by the college, "that means that the college has won, and that all litigation in respect to the will is at an end forever." The endowment derived from Mrs. Wood's estate amounts to more than \$69,000. It is under the care of two trustees, Sylvester P. Wood, Esq., and Rev. William J. Fulton, and at present draws six per cent interest.

THE EDUCATIONAL POLICY OF THE COLLEGE.

Rio Grande college endeavors to occupy the proper place in that great system of American education which is now clearly defined in its outline. This position is intermediate. Below the college are the common schools, the high schools, and the preparatory schools. It

would be well if all the appropriate work of these lower schools could be done in them. But, as it is not, most colleges have of necessity a preparatory department. While there are disadvantages in this, still the unity in intellectual work which is secured by having the collegiate work done by the same teachers that have conducted the preparatory work is a compensating advantage.

In the collegiate course the aim has been well expressed, as follows, by a leading American college president :

“To produce scholars whose knowledge of ancient and modern languages and literatures, higher mathematics, experimental science, political and economic history, psychology, ethics, and sociology, enables them to grasp the principles of law or medicine or politics or theology; to guide social progress and form public opinion; to enjoy the companionship of wise and good men of all lands and ages; and to appreciate the results in some department of scientific investigation or historical research.”

Above the college is the university, whose work it is to train and develop those select scholars who are not simply to appropriate the things already known, but to advance the knowledge of truth in some chosen fields of study.

In taking and holding this high but intermediate position, Rio Grande college aims to do its appropriate work for its students. Its success in this is demonstrated by the practical ability shown by its graduates in various forms of work, and by the excellent work done by those graduates who have taken university and professional studies.

THE RELIGIOUS POLICY OF THE COLLEGE.

The trustees and teachers consider true religion to be the foundation of the most valuable intellectual attainments, and use every means in their power to promote sound Christian principles among the students. In the words of the articles of association, the college was founded “to promote Christian education.”

A system of education that develops only the intellect and appeals only to worldly motives is partial and incomplete. Those who are thus educated cannot have the highest form of personal worth or perform the best work for their fellow men.

The college is under the control of the Freewill Baptist, or Free Baptist, denomination, a clause in the constitution requiring two-thirds of the board of trustees to be members of this church. The work of inculcating religious principle and forming Christian character is pursued in no narrow and illiberal way.

FREE TUITION TO MINISTERIAL STUDENTS.

As a contribution to an enlightened and progressive Christianity, the trustees of the college give free tuition to properly accredited candidates for the Christian ministry, without regard to their denominational connection. In doing this they feel that they make a legitimate claim to the support of Christian ministers and Christian people. They ask such persons to note this fact and call the attention of young men contemplating the ministry to this provision. This privilege admits only to the regular academic work of the college, not to special theological studies or to instruction in music.

THE COLLEGE Y. M. C. A.

Since its organization in 1882 the college Y. M. C. A. has been an important auxiliary in the work of the college. F. W. Chase is at present the president of this society. It was represented in the Ohio state Y. M. C. A. convention at Marion, Feb. 19-22, 1898, by A. C. Droz.

LOCATION AND SURROUNDINGS.

The village of Rio Grande is thirteen miles northwest of Gallipolis, and the same distance east of Oak Hill. It is six miles from Bidwell on the C. H. V. and T. Ry. Students and their baggage are brought from the three above named places to Rio Grande free at the beginning of each term, provided that they notify the president in advance and remain in college an entire term.

The fact that there are no saloons or other places of vicious resort at Rio Grande is a matter of great importance. Young men and women cannot safely be sent to places where these things exist. A few may be proof against temptation, but real safety is found where they do not exist. Rio Grande has none of the demoralizing influences found in cities and large towns.

OUTLINE OF WORK AND METHODS OF TEACHING IN VARIOUS STUDIES.

The different courses set forth in the preceding schedules are commended to the careful consideration of all into whose hands this catalogue may come. To encourage such consideration a particular statement of the work done in many of the different studies is given in the following pages. In the studies not mentioned the work is equally practical and thorough.

THE COMMON-SCHOOL STUDIES.

Many pupils from the public schools come to college without a sufficient knowledge of these studies to enable them to take up at once the other studies of the English and Normal Course or the Preparatory Courses. To meet the needs of such students the following work is done in the common-school studies :

I.—READING.

Articulation, inflection, emphasis, and whatever else is necessary to good oral reading are carefully taught. At the same time the pupil is assisted in forming the power to grasp readily and accurately and fully the meaning of the printed page. An examination covering all these points must be passed. The work in reading occupies one term. *Classes in reading are not formed every term, but whenever the needs of the school demand it.*

II.—GRAMMAR.

Two terms are devoted to this study. The first term is occupied with the study of etymology; the second with the study of syntax. Very thorough and practical work is done in both classes. Many written exercises are required. The text-book used is Harvey's, but upon several important points the statements and methods of this work are not followed. Where the teaching differs from that of the text-book, pains are taken to give such instruction as can be clearly shown to be in harmony with the facts of the language.

III.—ARITHMETIC.

The instruction given in this branch is extended and accurate and practical. The text-book used is "Ray's Higher Arithmetic." The book is divided into three terms' work. The first extends to percentage; the second to annuities; the third includes the remainder of the book. Students are advised not to study the third term's work until they have some knowledge of algebra.

IV.—UNITED STATES HISTORY.

In this study "Barnes's United States History" is used as a text-book, but supplemented with works from various authors. The topical method of recitation is generally used; but this is varied by such methods as will make the subject attractive to the student and cause the things studied to be best understood. All popular methods are studied, and those used that are best suited to circumstances from term to term. There are students of different degrees of advancement, and it is impossible without varying the instruction to prevent their settling into a

merely passive attitude. The constant endeavor is to keep them alive and eager in their work. Much blackboard work is done and good maps are used in locating historical places.

V.—COMMON-SCHOOL GEOGRAPHY.

One term each is devoted to the study of physical and mathematical geography. For this reason, in the term in which common-school geography is taught, most of the time is spent in a study of the topics that come under political geography. The methods of teaching geography that rendered it a dry and distasteful study have been abandoned. Time and effort are not wasted in the unnecessary memorizing of pages of statistics and the locating of unimportant places. Much time is spent on surface, climate, commerce, routes of travel, people, and the manners and customs of different countries, and on topics of the present. Instead of following the text-book a topical recitation is insisted on. Topics are generally arranged and given at each recitation. These vary in length and difficulty to suit the requirements of the class.

VI.—PHYSIOLOGY.

Since the study of physiology has been made a common-school branch in the schools of Ohio, this college has taken especial pains to give thorough instruction in it. A class is formed each term. The teachings of the text-book are supplemented by the use of a skeleton and of an excellent anatomical chart. Frequent dissections of the most instructive parts of butchered animals are made. The physiological effects of alcohol and tobacco are clearly taught.

The above is a brief statement of the work in this branch that is done in the English and Normal Course and in the Preparatory Department. In the College Course the subject is studied a second time. For this advanced study Huxley and Youman's text-book is used, and many interesting and important truths that are beyond the reach of the student when he first studies this branch are carefully and fully investigated.

VII.—WRITING.

The object of this study is to prepare students for writing rapidly, neatly, and legibly. In order to accomplish this desirable result the students must have a clear conception of the correct forms of the letters and the hand must be trained to trace the forms accurately. Instruction on the position of the body and the holding of the pen is followed by a series of exercises to give the hand a free and easy movement and a correct manner of execution. The letters are analyzed on the blackboard, and the writing of the students, by practice and attention to

criticisms, gradually develops into higher degrees of excellence. Letter-writing and business forms receive due attention as supplementary studies. Classes are formed from term to term according to demand.

VIII.—COMPOSITION.

Although one of the most elementary this is one of the most important studies in the Preparatory Department. For years no text-book on composition has been used. The class is first given a thorough drill in capitalizing and punctuating sentences. Simple essays, mostly descriptive, are then required. Subjects from natural history are favorites in the spring and fall. After learning the history and description of the object chosen, the pupils are required to write it in their own language. When the teacher looks over these productions, sentences having errors in spelling, in grammar, in punctuation, in the use of capitals, or sentences which lack in clearness, strength, etc., are written upon the blackboard, and the correcting of these errors, with the teacher's help, forms the next lesson or lessons. The simpler figures of speech and a little of prosody are also taught.

IX.—PEDAGOGY.

Under the head of "Theory and Practice of Teaching" this study is a part of the English and Normal Course, and two terms of study, the class reciting daily, are required in it. The text-book used is White's "Elements of Pedagogy," and this book is thoroughly studied. The difficulties of the subject receive constant attention from the teacher, and his oral instructions supplement the study of the pupils. The members of the class are required to make such examination of standard pedagogical works as the time at their disposal will permit, and they are required to write upon pedagogical subjects selected by the teacher. Many practical subjects connected with the organization and government of schools are presented to the class in lectures and by conversations between the teacher and class. As far as the practical application of the principles taught is concerned, the main effort is to make this instruction helpful to those who expect to teach in the ungraded rural schools.

The fundamental principles of teaching as an art are few and simple, and these principles are based upon plain and easily proved facts in regard to the minds of children. For this reason the utmost effort is made to secure a mastery of the psychical facts that must be known to the teacher before he can consciously and systematically make his teaching conform to the laws of mental activity and growth.

IMPORTANCE OF ENGLISH STUDIES.

Too much care cannot be given to the fundamental branches, and it is the aim of the faculty to give them the attention demanded by the general deficiency in them and by their own intrinsic value.

A good English education is of such value and is so seldom secured, and this failure so often and so justly exposes even our higher institutions and their graduates to the criticisms of sensible, practical men, that Rio Grande College takes great pains to impart such an education, offers proper encouragement to those who will strive for it, and gives due honor to those who gain it.

Students who have pursued studies of the English and Normal Course elsewhere will not be required to take those studies *in class* here, provided they pass a satisfactory examination. Grades from other schools or from county examinations will not be accepted, but the teachers of Rio Grande college will conduct examinations upon all the studies of this course.

Diplomas are given to those who complete the English and Normal Course.

PREPARATORY AND COLLEGIATE COURSES.

In the following paragraph a statement, strictly based upon the actual work of the school, is made in regard to a number of studies in the Preparatory and Collegiate Courses. These statements are sufficient to show the nature of the work that is done in all the studies of these courses.

I.—BOOK-KEEPING.

A thorough knowledge of accounts is indispensable to a good education. The demand for such knowledge is increasing. Frequent inquiries are made by business men for a good accountant. The forms and principles of book-keeping are taught in such a manner as to prepare one for all the ordinary commercial business transactions. The work done, so far as it goes, is precisely the same as the work that is done in special commercial courses. Bryant's text-book is used and is supplemented by outside work for drill and review.

II.—MATHEMATICAL GEOGRAPHY AND MAP DRAWING.

Five weeks each are given to these studies. The author of the "Mathematical Geography" was the accomplished mathematician, Professor A. A. Moulton, the deceased president of Rio Grande college. The plan and purpose of the work are clearly expressed in the following quotation from the preface: "It is not designed to make the subject

a hobby in any sense, but to treat in a brief, methodical manner, without necessitating a knowledge of higher mathematics on the part of the student, a subject possessed of sufficient practical and disciplinary value to give it good claims to be considered a profitable part of a common school education."

Map drawing is introduced into the course to fix geographical facts in the memory, to secure deftness of hand in tracing outlines, to cultivate a taste for faithful and delicate drawings, and to understand the guiding principles in the construction of the border, scale, title, and lettering of maps. Students have the use of a fine set of Swiss draughting instruments, and are required to complete one map in water colors.

III.—GEOMETRY.

This study is valuable as an exercise in deductive reasoning and as a preparation for the study and application of the higher mathematics and the sciences. Students are taught to connect all the links in the chain of reasoning, thus making the study an important factor in establishing continuity of thought and speech. Miscellaneous exercises are frequently introduced to promote original investigation and independent thought. Special attention is given to the construction of figures and the neatness and symmetrical arrangement of the black-board work.

IV.—TRIGONOMETRY.

This work covers both Plane and Spherical Trigonometry, and the most difficult parts, as presented by Dr. Schuyler, are made the subject of special study. To create a greater interest in the subject and to secure better practical results, students are often encouraged to make their own problems in the field; as, for instance, the determination of the amount and direction of the dip of a coal seam by triangulation. This work has given our students valuable experience in the practical location of coal seams both above and below drainage.

V.—SURVEYING AND ENGINEERING.

In the teaching of these important branches the teacher has constantly in view for his students the attainment of a thorough theoretical knowledge of the principles involved and the ready application of them to practical work. In land surveying Hodgman's "Manual" is used as the best authority, and the following are the requirements:

1. A thorough knowledge of the transit and other instruments used in a survey.

2. A study of the United States laws relating to the subject and the court decisions on disputed cases.

3. Field work in running boundary and division lines, in locating and establishing corners, in meandering streams, and in locating roads, ditches, and drains.

4. Computations relating to areas and the division and partition of lands.

5. Platting, map-drawing, and lettering.

In engineering the subjects studied have been the Ohio ditch law, public roads, and railroads. The railroad work includes the preliminary surveys for tangents, topography, and grades; the location of simple, reverse, and compound curves; the setting of grade stakes, platting, profile, and cross-sections; computations for earth-work; and an estimate of the cost of construction. The best authorities are always at hand for reference. The practical character of the work in this department has enabled some of our students to fill with credit the office of county surveyor and engineer, and others to win honors among graduates of the leading engineering schools of our country.

VI.—DRAWING.

The first half of the term is devoted to a study of the text and to practice in free-hand drawing; the last half to the theory and practice of technical perspective. As only one term is given to this study it is not expected that students will acquire skill in the art of drawing; but they may secure such an acquaintance with the fundamental laws of the art as to be better able to pass intelligent judgment on works of art, and more fully to appreciate the beauties and teachings of nature.

VII.—LATIN.

The study of Latin is commenced with the beginning of the third term in each year. The work of the first two terms is directed to securing a mastery of the different parts of speech, of the ordinary rules of Latin syntax, and of a vocabulary containing the words most frequently used in the first part of *Viri Romæ*. The principles of the Roman pronunciation of Latin are carefully taught and frequently practised. From the beginning the student is taught to trace English words of Latin derivation to their origin. As the student progresses the method of teaching is altered so as to adapt it to his increased knowledge of the language. Throughout the course in Latin there is thorough and accurate grammatical study. But the error of making the grammatical part of the study the end rather than the means is avoided. The literary beauties of the books that are read, the place

which they occupy in the history of the progress of the human mind, and the historical instruction of which in many cases they are the only sources, are clearly and constantly brought out.

In few departments of teaching have greater improvements in method and aim been made of late years than in the teaching of the ancient languages. It is the aim of the teachers here to keep abreast of this onward movement. Every year some improvement in method, due either to the teacher's increased experience or to his study of what other teachers are doing, is adopted.

In regard to the authors that are read there is no need of special statement here. The work is sufficiently indicated in the schedule of the courses of study. Coy's Latin Lessons is the text-book used for the beginners' class at present. Harkness's "Latin Grammar" is studied and used as a book of reference in connection with all the authors read.

VIII.—GERMAN.

A good pronunciation, a mastery of the elements of grammar, and as large a vocabulary as possible are always aimed at in the one year's work in German. Daily conversations are held, and written exercises are required for the first three terms. These include short letters and essays. Selections in prose and poetry are memorized. The translations are from various authors.

IX.—FRENCH.

One year is spent in the study of French, the class reciting daily. The first thing done is to try to secure a good pronunciation and to develop the power of conversation in French upon familiar subjects. For this purpose Worman's "First French Book" is used. In connection with this work the principles of French grammar are thoroughly taught. The grammar used is Edgren's. A complete mastery of the first part of this book is required. The work above described occupies the first half of the year. During the remainder of the year the work of translation is carried on, with constant reference to the grammar. Super's "French Reader" is the book in use for this part of the work. Selections both in prose and poetry are read. With the latter careful attention is paid to the rules of French prosody. It is not claimed that the year's work in French as here described will enable the student to converse readily upon a wide range of subjects or to read at sight the more difficult works of French authors.

The following are the results aimed at, and their educational and practical value are very great:

1. A good pronunciation and the power of ready conversation upon a number of familiar subjects. This lays a solid foundation for future improvement in speaking the language if the circumstances and interests of the student lead him to seek improvement in this direction.

2. A thorough understanding of the forms of the parts of speech, including the irregular verbs, with the power to write correct idiomatic French involving all ordinary constructions.

3. The power to read the easier forms of composition at sight and to read the higher forms of French literature with the aid of grammar and lexicon.

X.—NATURAL PHILOSOPHY.

The study of natural philosophy embraces two terms. During the first term the properties of matter, pneumatics, and dynamics are taught. One-half of the second term is given to acoustics and optics, the other half to electricity and magnetism. The text-book used is Gage's "Introduction to Physical Science." As in chemistry so in physics the student reads nature in the language of experiment. One-half the time is given to laboratory work. We call special attention to our facilities for teaching electricity. With a rheostat capable of measuring accurately resistances from 1-10 ohm to 100 ohms; a Wheatstone bridge; galvanometer; electric motor; induction coils; Bunsen, Grenet, Leclanche, Daniell, and Gravity batteries; telegraph and telephone instruments; apparatus for electrolysis and electro-plating, we are able to give instruction in all the more recent and important discoveries in electricity and magnetism.

XI.—CHEMISTRY.

The subject of chemistry covers two terms. During the first term chemical physics and the fundamental principles of chemical science are taught. A full discussion of spectrum analysis is given. The text-book used during this term is Youmans' "Class Book of Chemistry."

Descriptive and organic chemistry with blow-pipe analysis is taught the second term. This term is devoted entirely to laboratory work. Each member of the class is assigned a place in the laboratory and furnished with a set of apparatus for performing experiments. Instruction in the use and manipulation of the apparatus is given. No extra charge is made for the use of the apparatus, but all unnecessary breakage must be made good at the end of the term. Chemicals are kept on hand for laboratory use, and a new supply is added from time to time as needed. Williams's "Introduction to Chemical Science" and his "Laboratory Manual" serve as guides to the student in his work during the term.

XII.—BOTANY.

In teaching botany the text-book is constantly supplemented, as far as possible, by illustrations from nature. Besides the work in class each pupil is required to analyze at least fifty flowers. The flora around Rio Grande is large and interesting. One flower has been pressed which so far as known has not been found elsewhere in Ohio, and several which are rare elsewhere. Our pupils prepared two hundred specimens for the Ohio exhibit at the World's Fair, with duplicates for our own school. We hope to continue the work for the school until it has a complete flora of this section of country. This department is fairly well equipped for its work.

XIII.—ELEMENTARY ZOOLOGY.

"It seems to me I never walked with my eyes open until I began to study zoölogy," said a student, as he deposited on the table the beetles, butterflies, snails, and spiders that he had gathered as he came in from home on a Monday morning. Ten weeks are sufficient to make but a fair beginning in this comprehensive science; but if pupils' "eyes are opened," and they learn to love this book of nature, they will continue all through life to turn its pages with greater interest, profit, and reverence. The college has quite an interesting collection of "helps" in study, and hopes for more in the near future. Two compound microscopes have been recently purchased for this department.

XIV.—GEOLOGY.

Dana's "Text-Book" is used in this study, with Dana's "Manual," Le Conte, etc., for reference. In the work of instruction constant and thorough use is made of the cabinet. This is the most complete and valuable single collection in the college. The specimens are mounted, classified, labeled, and protected from dust. They illustrate almost every formation described in the text-books on geology. Essays are written by the class on such topics as iron, coal, mineral oil, and aluminum. These are expected to show as exhaustive a study of the subject as the pupil was able to make. Some field work is also done.

XV.—ENGLISH AND AMERICAN LITERATURE.

This study is taken in the first and second terms of the junior year. The work extends from Old English literature to American literature, including the lives and works of English and American authors now living. Shaw's "Literature" is used as a text-book, with Welsh's and others as references. The constant aim of the instructor is to present to the class some of our best authors, and by a

careful study of their lives and works to awaken a genuine interest in literature. Believing that time is wasted in the class-room by attempting to learn about too many authors, only those who have been or are most potent influences in our language have been studied.

XVI.—REQUIRED READING.

The class graduating from the Preparatory Department in June, 1899, will be required to pass examination in the following English classics: Shakespeare's "Merchant of Venice"; Scott's "Marmion"; Hawthorne's "Tales of the White Hills, and Sketches"; Lincoln's "Gettysburg Speech, and Other Papers"; Longfellow's "Building of the Ship, and Other Poems."

DEGREES AND DIPLOMAS.

Those who complete a Classical Course receive the degree of bachelor of arts; those completing the Scientific Course that of bachelor of science. Graduates of three years' standing who have maintained professional, literary, or scientific work and study, upon application, receive respectively the degrees of master of arts and master of science. A graduation fee of five dollars is charged for each of the above degrees. A graduation fee of two dollars is charged to those who complete the English and Normal Course, and three dollars to those who complete the Music Course. Diplomas are given in all the above cases.

MUSIC.

In the department of instrumental music pupils of all grades are received and taught. Special care and attention are given to beginners and those who come to us with little or no knowledge of the rudiments and foundation of musical structure.

Harmony and history of music are taught free of any expense to the pupil except for books.

We do not claim to make musicians in the fullest meaning of the word, for they are born, not made; but we do claim to develop the artistic in every pupil, and any one satisfactorily completing the course may in one year's time graduate from the New England Conservatory of Music.

A good foundation being absolutely necessary for a musical education, special care is taken to develop the technic of the student. Classes in Mason's "Touch and Technic" will be formed for any who may desire to make this an especial study.

The training of the memory is of great importance, and all work performed in public is required to be thoroughly memorized, as well as all technical work.

Upon graduation the pupil will be required to perform a concerto, which will be selected by the teacher of music.

In the voice-training department the Italian method is in the main used, but it is not strictly adhered to. The aim is to develop the voice in its full power, to train the ear, and to teach the pupil to sing intelligently and acceptably.

Public recitals are given to enable the pupils to appear at ease when singing or playing in public.

In both the vocal and the instrumental departments the system of private lessons is used.

The rental for piano or organ is so small (\$1.50 per term for each hour) that it enables the student to practise as many hours a day as health will permit without incurring great expense.

While many come to study music only, they often find it profitable to take one or more studies in college. The music pupils are under college discipline, and enjoy its reading-room, library, and other privileges.

RHETORICAL EXERCISES.

Four rhetorical exercises are required of each student each term. The members of the school are divided into rhetorical classes under the charge of the teachers. Students entering school here for the first time are excused from the first rhetorical exercise, and especial assistance is given by the teachers to those who have had no previous instruction or experience in composition and speaking. The aim of this work is to train the students to speak with self-possession, grace, and energy, and to write correct and expressive English. Excellent opportunities for additional practice of this kind is afforded by the Shakespearian Literary Society.

PUBLIC RHETORICAL EXERCISES.

Public rhetorical exercises are held on Thursday evening of the ninth week of each term. These exercises are in great part declamations, but essays, orations, and discussions make part of the program at times. Those who take part are selected from the lower as well as the more advanced classes, and there are usually twelve participants in each exercise. The separate parts are short, and the aim is to train the speakers to deliver them with plainness and force. The passages to be spoken are selected with care on account of excellence in sentiment

and beauty and force of language. These exercises have been of great interest and value, and are always largely attended. They have helped to elevate the literary taste of both the students and the community.

EXPENSES.

Tuition, Common English Studies, per term	\$6 00
“ Higher Studies, per term	7 00
Instrumental Music, per term of 20 lessons	8 00
Use of Organ or Piano for practice, two hours daily, per term	3 00

All dues payable at least half a term in advance.

When students do not enter at the beginning of a term, tuition is not charged for the time that has been lost.

FREE TUITION UNDER THE “BOXWELL LAW.”

Graduates from the common schools of Ohio under the “Boxwell Law,” who attend Rio Grande college one term within one year after their graduation, will be admitted free of charge for the term immediately following.

BOARDING.

Boarding and lodging with all things furnished to the student can be obtained at \$2.50 per week or less, both in the College Boarding Hall and in private houses in and near the village. Where the student furnishes fuel, lights, bedding, and toilet articles the price is reduced.

Opportunities for self-boarding may be obtained by corresponding in advance with the president.

READING-ROOM.

The works of reference that belong to the college library are kept in a reading-room, to which the students have daily access. The reading-room is also well supplied with standard and local periodicals. The following standard periodicals have been received the present year: *The American Monthly Review of Reviews*, *The Cosmopolitan*, *The Century Magazine*, *The Forum*, *Public Opinion*, *The Living Age*, *The Monthly Bulletin of the Bureau of American Republics*, *The American Journal of Sociology*, *McClure's Magazine*, *Frank Leslie's Magazine*, *The Youth's Companion*, *The Morning Star*, *The Journal and Messenger*, *The Western Christian Advocate*, *The Free Baptist*, *The Church Watchman*, *The Advocate of Peace*, *The American Economist*, *The Presbyterian*, *The Union Signal*, *The Ohio Educational Monthly*, *The Scientific American*, *The Double Cross*, and *The Missionary Helper*. In addition to these, about twenty local papers have been regularly placed in the reading room.

LIBRARY.

Students have free use of the college library. The books have been carefully selected, and the library as a whole is well adapted to the needs of the students. The library is increased annually by donation and purchase. The following donations have been made during the present year:

From the Bureau of American Republics, *The Bulletin of the Bureau*, a monthly magazine, and "Handbook of Alaska"; from the Smithsonian Institution, "Thirteenth and Fifteenth Annual Reports of the Bureau of Ethnology"; from the Government Printing Office, "Handbook of the Department of Agriculture for 1896," four volumes of the Rebellion Records, and two volumes from the Bureau of Education; from Lorin A. Thurston, "A Handbook on the Annexation of Hawaii;" from Baroness Burdett-Coutts, "The Philanthropic Work of Women." Rev. W. H. Gibbons, Rodney, O., three volumes; Rev. W. B. Barnett, Camba, O., one volume.

"The Pulpit Commentary," in fifty-one volumes, has been purchased to meet the needs of ministerial students and ministers studying in the college. The following contributions have been made to the purchase-price of fifty dollars: Rev. E. H. Gelvin, Gallipolis, Ohio, proceeds of lecture, \$6.00, and cash contribution \$5.00, total \$11.00; Rev. G. E. Hughes and wife, Waterloo, O., \$3.00; Mr. Duncan Hamilton, Rio Grande, O., \$1.00; Mrs. J. M. Hannan, \$1.00; J. M. Davis, \$1.00; C. O. Clark, \$0.50; Rev. R. R. Denney, Bidwell, O., \$1.00; Rev. D. S. Jones, Thurman, O., \$1.00; First Rutland and First Kyger Free Baptist churches, through Rev. Thos. Lasley, \$3.30; Miss May Fulton, \$1.00; Rev. W. J. Fulton, \$5.00.

Miss Ruth E. Brockett has presented to the library three volumes, "The Deerslayer," "Science Sketches," and "Manual for the Study of Insects," costing \$5.60.

The college has now been in successful operation almost twenty-two years. The trustees and teachers endeavor to make it worthy of patronage, and they confidently refer to its record. It is steadily growing in its power and influence.

WHAT THE COLLEGE CLAIMS.

In view of the thorough and practical instruction given in all departments, of the present facilities for illustrating by proper apparatus and material the studies that require such illustration, of the fact that substantial additions are made to library, apparatus, etc., every year, of the important fact that the students are brought into close

personal relations with the teachers daily, and receive careful personal attention at each recitation, and, lastly, in view of the positions which the graduates and advanced students have been able to secure and retain, the trustees claim for Rio Grande college a standing among the best educational institutions, and the claim is recognized wherever the college and its work are known.

In addition the trustees confidently assert that the advantages here offered are provided at as small expense to the student as by any other school of like grade in the country. There are very few institutions of equal rank where expenses are not much greater. Parents desiring to educate their children, and thoughtful young men and women desiring to educate themselves, are invited to consider these facts before deciding that it is impossible to secure a higher education. To all the people in south-eastern Ohio and the adjacent parts of West Virginia and Kentucky, Rio Grande college affords the opportunity of a college education at a smaller cost than they can secure it elsewhere. Many have secured such an education here who could not have done so elsewhere. Students from a distance can attend here and save much more than the cost of travel. Those who are poor in this world's goods are often rich in talent and character. To such persons Rio Grande college opens wide the door of opportunity.

HOW TO HELP RIO GRANDE COLLEGE.

Those who receive and read this catalogue are earnestly requested to consider the following suggestions as to the ways in which they can help the college extend its noble influence in the world.

1. By securing students. A word spoken in season may cause some young person to take a course that will increase his personal success and public usefulness beyond all computation. Do not speak that word only when the opportunity is thrust upon you, but seek the opportunity.

2. By sending to the college officers the names and addresses of persons to whom it would be profitable to send catalogues and circulars for the purpose of securing students, and of persons who would probably respond favorably to an invitation to contribute to its funds.

3. By contributing personally to the endowment fund. While this is a time in which large and almost startling gifts are being made to educational institutions, it is also a time in which some of the grandest agencies for good are being established by a multitude of smaller gifts. In the latter way it is entirely possible for the friends of Rio Grande college to make it rich and strong for the great and enduring

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The trustees ardently hope that these considerations will have full weight with those who read this catalogue. They earnestly desire the widest and most liberal co-operation of all true friends of higher Christian education.

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Calendar.

1895.

Baccalaureate Sermon, Sunday, 10.30 A. M.	June 9.
Annual Address before Y. M. C. A., Sunday evening . . .	June 9.
Anniversary of Preparatory Department, Monday evening .	June 10.
Trustee Meeting, Tuesday 2 P. M.	June 11.
Shakespearian Society Anniversary, Tuesday evening . .	June 11.
Annual Address, Wednesday evening	June 12.
Seventeenth Anniversary of the College, Commencement Exercises, Thursday, 10.30 A. M.	June 13.
First Term of College Year, 1895-96 begins	Aug. 26.
Second Term	Nov. 4.

1896.

Third Term begins	Jan. 27.
Fourth Term	April 6.

Eighteenth Annual Catalogue

OF THE

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OF

Rio · Grande · College

RIO GRANDE, GALLIA CO., OHIO

MARCH, 1895

BOSTON

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1895

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Students.

Collegiate Department.

GRADUATES 1894.

John Wesley Davis	South Point
Augusta Eleanor Glenn	Tycoon
Elmer Sheridan McCall	Northup
Harley Wilmer Woodruff	Alice

SENIOR.

Herbert Wilmot Buckle	Northup
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JUNIORS.

Emma Elizabeth Kling	Rio Grande
Albert Lawrence Vollborn	Harris
Adriel Welker	Rio Grande

SOPHOMORES.

Charles Kerns Buckle	Northup
Carrie Samantha Davis	Rio Grande
Charles Elliott Davis	Rio Grande
Mary Minnie Fulton	Rio Grande
Irene Isabelle Holcomb	Rio Grande
Millard Fillmore Leonard	Addison
Helen Mills	Gallipolis
William Lewis Nida	Lincoln
Carrie Shires	Rio Grande

FRESHMEN.

Rees D. Evans	Gallipolis
Harriet Lillie Kling	Rio Grande
James Hamilton Lash	Cheshire
Homer Coyl Lash	Cheshire
Eliza Symmes Lucas	Cheshire
Susan Rometa Shoemaker	Rio Grande

SPECIAL STUDENTS.

Chambers Baird Campbell	Campbell
William Allen Roy	Glen Roy

Preparatory Department.

SENIORS.

Hilas Lawrence Atkinson	.	.	.	.	.	Creola
John Harrison Berry	.	.	.	.	.	Addison
Marianna Davis	.	.	.	.	.	Cora
Ira Jasper Fulton	.	.	.	.	.	Rio Grande
Mary Gertrude Ledlie	.	.	.	.	.	Cheshire
Augusta Minx Lutes	.	.	.	.	.	Gallipolis
Albert L. Oakes McLaughlin	.	.	.	.	.	Rempel
Ella Rebecca Price	.	.	.	.	.	Waits
Flora Melvena Shiers	.	.	.	.	.	Rio Grande
Warren Lincoln Taylor	.	.	.	.	.	New Plymouth
Carrie Eliza Wood	.	.	.	.	.	Rio Grande

JUNIORS.

Dana George Oren Randall Bing	.	.	.	.	.	Cheshire
Jessie Irene Bing	.	.	.	.	.	Cheshire
James Ross Campbell	.	.	.	.	.	Gallipolis
Lola L. Cherrington	.	.	.	.	.	Ewington
Emma Jane Davis	.	.	.	.	.	Cora
William Colby Feltman	.	.	.	.	.	Vinton
Thomas J. Jones	.	.	.	.	.	Oak Hill
William Ernest Jones	.	.	.	.	.	Rio Grande
Lillian Virginia Kincaid	.	.	.	.	.	Point Pleasant, W. Va.
Grace Delilah LeMaster	.	.	.	.	.	Rio Grande
Daisy Beatrice LeMaster	.	.	.	.	.	Rio Grande
Lester Keller Louks	.	.	.	.	.	Vinton
Ray Rosse Miller	.	.	.	.	.	Scranton, Miss.
Everett Humphreys Morgan	.	.	.	.	.	Cora
Jessie Pearce	.	.	.	.	.	Waterloo
William Lawrence Scroggs	.	.	.	.	.	Rutland
Myrtia Ellen Shaffer	.	.	.	.	.	Cheshire
Rilla May Shaver	.	.	.	.	.	Cheshire
Iva Grace Simmerman	.	.	.	.	.	Lincoln
Fred Louks Smith	.	.	.	.	.	James
Cora Stewart	.	.	.	.	.	Rio Grande
Jessie Alice Swanson	.	.	.	.	.	Rio Grande
Anna Belle Switzer	.	.	.	.	.	Addison
Margaret Elizabeth Wickline	.	.	.	.	.	Rio Grande
John Oscar Williams	.	.	.	.	.	Thurman

English and Normal Department.

Lincoln Sergeant Ables	.	.	.	.	.	.	Kyger
Mary Euphemia Campbell	.	.	.	.	.	.	Rodney
David Lewis Chase	.	.	.	.	.	.	Waverly
Ana Grace Cherrington*	.	.	.	.	.	.	Ewington
Lottie Bing Clark	.	.	.	.	.	.	Rio Grande
Maud Vernon Cross	.	.	.	.	.	.	Beaver
David Benton Davis	.	.	.	.	.	.	Cora
Philip Jenkins Davis	.	.	.	.	.	.	Cora
Ella Davis	.	.	.	.	.	.	Cora
Alvin Oyer Dickey	.	.	.	.	.	.	Mercerville
John J. Edwards	.	.	.	.	.	.	Peniel
Edward Luther Evans	.	.	.	.	.	.	Cora
Mary Lena Evans	.	.	.	.	.	.	Patriot
John Franklin Finley	.	.	.	.	.	.	Angola
Rhoda Jane Fuller	.	.	.	.	.	.	New Plymouth
Mary Elizabeth Fuller	.	.	.	.	.	.	New Plymouth
Reuben Jacob Graham	.	.	.	.	.	.	Northrup
Frank W. Hopkins	.	.	.	.	.	.	Rio Grande
Milton Hull	.	.	.	.	.	.	Orpheus
Walker Coffman Irion	.	.	.	.	.	.	Mercerville
Arthur Ellsworth James	.	.	.	.	.	.	Wellston
Thomas William Jones	.	.	.	.	.	.	Thurman
Cora Elenor Kincaid	.	.	.	.	.	.	Point Pleasant, W. Va.
Burt Newell Knight	.	.	.	.	.	.	Chester
Howard Doane Lash	.	.	.	.	.	.	Cheshire
Maggie Ann Lewis	.	.	.	.	.	.	Rio Grande
Wilbur Anderson McDaniel	.	.	.	.	.	.	Athalia
Minnie Moomaw	.	.	.	.	.	.	Rio Grande
Jenkin Gomer Morgan	.	.	.	.	.	.	Cora
William Riley Powell	.	.	.	.	.	.	Pattonsburg, Mo.
Charles Foster Roy	.	.	.	.	.	.	Glen Roy
James Paxton Scroggs	.	.	.	.	.	.	Rutland
Walter Brooks Shank	.	.	.	.	.	.	Hickory, W. Va.
Bertrand Franklin Sharp	.	.	.	.	.	.	Orpheus
Hordie Everett Shaver	.	.	.	.	.	.	Cheshire
William Barker Shaver	.	.	.	.	.	.	Eastbank, W. Va.
Ora Edna Shiers	.	.	.	.	.	.	Rio Grande

* Died Jan. 12, 1895.

Varney Shoemaker	Rio Grande
Lora May Sims	Holcomb
Melcenia Sims	Wales
Ola Ethel Smith	Rio Grande
Mary Catherine Smith	Rio Grande
David Eugene Smith	Chester
Lester Hamilton Smith	Rodney
Myrtie E. Stringfellow	Gallipolis
Clarence Wasson Stuart	Lincoln
Sarah Estella Swanson	Rio Grande
Henry Dayton Swisher	Cheshire
Mabel Switzer	Cheshire
Charles Shelby Tanner	Rio Grande
Walter William Thompson	Rodney
Burt Lovett Waddell	Wigner
William Franklin Wall	Scott Town
Holace James Ward	Vinton
Emmet E. Ward	Mercerville
Lizzie Welker	Rio Grande
Carl Wilson Wells	Wilkesville
Beula Ozell White	Rio Grande
Rachael Wickline	Rio Grande
Arius Kimber Williams	Gallipolis
John Elmer Winn	Rio Grande
Laura Wood	Patriot
Ellsworth Sylvester Woolweaver	Dundas

MUSIC STUDENTS.

Charles Kerns Buckle, Piano and Harmony	Northup
Murat Halstead Cherrington, Organ	Pine Grove
Edith Corn, Piano and Harmony	Thurman
Curtis Davis, Organ	Pine Grove
Fred Ely, Organ	Pine Grove
Lottie Evans, Piano	Thurman
Mary Minnie Fulton, Piano	Rio Grande
Jennie Jones, Piano	Oak Hill
Cora Elenor Kincaid, Piano	Point Pleasant, W. Va.
Mrs. R. E. LeMaster, Piano	Rio Grande
Grant Lewis, Organ	Pine Grove
Eliza Symmes Lucas, Piano	Cheshire
Augusta Minx Lutes, Organ	Gallipolis
Elmer Sheridan McCall, Voice	Northup
Clara Morgan, Piano	Cora
Ella Murray, Organ	Pine Grove
Ella Rebecca Price, Voice and Organ	Waits
Elmer Rainer, Organ	Coy

Carrie Shires, Piano	Rio Grande
Bessie Smith, Organ . . . . .	. Bidwell
Cora Stewart, Organ	Rio Grande
Fawn Marion Summers, Organ	Pine Grove
Cornelia Vail Taylor, Piano	New Plymouth
Mary Elizabeth Viney, Organ	Pine Grove
Cora Idell Willbarger, Piano and Harmony	Harris

SUMMARY.

Collegiate Department	25
Special Students	2
Preparatory Department	36
English and Normal	63
Music	25
	<hr/> 151
Counted more than once	9
	<hr/> 142

Courses of Study.

ENGLISH AND NORMAL COURSE.

The following studies are included in this course. Those studies which belong to the Preparatory Courses, as laid down in this catalogue, are studied only during the terms there mentioned. In all the others classes are organized at any time according to demand.

JUNIOR YEAR.

Reading and Orthography, English Grammar, Mental Arithmetic, Geography, Practical Arithmetic, Penmanship, United States History, Higher Arithmetic begun, Mathematical Geography and Map Drawing.

SENIOR YEAR.

Composition and Rhetoric, Physical Geography, Higher Arithmetic completed, two terms in Algebra, Physiology, Book-keeping, Civil Government, two terms in Natural Philosophy, Theory and Practice of Teaching, *White's Elements of Pedagogy*, two terms.

PREPARATORY COURSES.

Scientific.

JUNIOR YEAR.

FIRST TERM.—English Grammar, Etymology—*Harvey*; Higher Arithmetic—*Ray*; United States History—*Thalheimer*.

SECOND TERM.—English Grammar, Syntax—*Harvey*; Higher Arithmetic completed; Elementary Book-keeping.

THIRD TERM.—First Lessons in Latin—*Harkness*; Elementary Algebra—*Ray*; Civil Government—*Moury*.

FOURTH TERM.—First Lessons in Latin completed; Elementary Algebra completed; Mathematical Geography and Map Drawing; Elementary Zoology, twice a week.

SENIOR YEAR.

FIRST TERM.—*Cæsar's Commentaries*—*Harper & Tolman*; Physical Geography—*Guyot*; Composition and Rhetoric.

SECOND TERM.—*Cæsar's Commentaries* continued; Higher Algebra—*Ray*; Physiology and Hygiene—*Hutchinson*.

THIRD TERM.—Cæsar completed; Higher Algebra—*Ray*; Natural Philosophy—*Gage*.

FOURTH TERM.—Cicero's Orations—*Chase & Stuart*; Plane Geometry—*Chauvenet*; Roman History—*Creighton*; Natural Philosophy completed.

Classical.

FIRST YEAR.

Same as Junior Year of Scientific.

JUNIOR YEAR.

FIRST TERM. — Cæsar's Commentaries — *Harper & Tolman*; Greek Grammar and Lessons—*Hadley*; Physical Geography—*Guyot*.

SECOND TERM. — Cæsar's Commentaries continued; Greek Grammar and Lessons continued; Physiology and Hygiene—*Hutchinson*.

THIRD TERM.—Cæsar completed; Xenophon's Anabasis—*Boise*; Grecian History—*Smith*; Natural Philosophy—*Gage*.

FOURTH TERM.—Cicero's Orations—*Chase & Stuart*; Xenophon's Anabasis continued; Roman History—*Creighton*; Natural Philosophy completed.

SENIOR YEAR.

FIRST TERM. — Cicero's Orations continued; Anabasis and Jones's Greek Exercises; Composition and Rhetoric.

SECOND TERM. — Virgil's *Æneid*—*Chase & Stuart*; Anabasis and Jones's Greek Exercises; Higher Algebra—*Ray*.

THIRD TERM.—Virgil's *Æneid* continued; Homer's *Iliad*—*Boise*; Higher Algebra continued.

FOURTH TERM.—Virgil's *Æneid* continued; Homer's *Iliad* continued; Plane Geometry—*Chauvenet*.

COLLEGE COURSES.

Scientific.

FRESHMAN YEAR.

FIRST TERM.—Cicero's Orations—*Chase & Stuart*; Geometry—*Chauvenet*; French—*Worman and Edgren's Grammar*.

SECOND TERM.—Virgil's *Æneid*—*Chase & Stuart*; Algebra completed—*Ray*; French—*Worman and Edgren's Grammar*.

THIRD TERM.—Virgil's *Æneid* continued; Trigonometry—*Schuyler*; French—*Super*.

FOURTH TERM.—Virgil's *Æneid* continued; Surveying—*Schuyler*; French—*Super*.

SOPHOMORE YEAR.

FIRST TERM.—Virgil's *Æneid*; German; Analytical Geometry—*Loomis*.

SECOND TERM.—Livy or De Amicitia—*Chase & Stuart*; German—*Worman*; Drawing—*Walker*.

THIRD TERM.—Livy continued or Germania; German—*Worman*; Mechanics—*Kimball's Olmsted*.

FOURTH TERM.—Horace; German; Physics—*Kimball's Olmsted*.

JUNIOR YEAR.

FIRST TERM.—Inorganic Chemistry—*Youmans*; Differential Calculus or German Literature; History of English and American Literature—*Shaw*.

SECOND TERM.—History of English and American Literature continued; Integral Calculus or German Literature; Organic Chemistry—*Youmans*.

THIRD TERM.—Physiology—*Huxley*; Geology—*Dana*; Rhetoric—*Welsb*.

FOURTH TERM.—Astronomy—*Loomis*; Botany—*Gray*; Logic—*Thompson*.

SENIOR YEAR.

FIRST TERM.—Zoology—*Orton*; History, Mediæval and Modern—*Swinton*; Mental Philosophy—*Hacen*.

SECOND TERM.—Evidences of Christianity—*Hopkins*; History of Civilization—*Guizot*; Mental Philosophy completed.

THIRD TERM.—Moral Philosophy; Philology—*Whitney*; Butler's Analogy.

FOURTH TERM.—International Law—*Woolsey*; Political Economy—*Gregory*; United States Constitution and Civil Government—*Andrews*.

Classical.

FRESHMAN YEAR.

FIRST TERM.—Virgil's *Æneid*—*Chase & Stuart*; Homer's *Odyssey*—*Boise & Freeman*; Geometry—*Chauvenet*.

SECOND TERM.—Livy—*Chase & Stuart*; Extracts from Demosthenes and Plato—*Boise & Freeman*; Higher Algebra completed—*Ray*.

THIRD TERM.—Livy continued; Thucydides—*Boise & Freeman*; Trigonometry—*Schuyler*.

FOURTH TERM.—Horace—*Chase & Stuart*; Greek—*New Testament*; Surveying—*Schuyler*.

SOPHOMORE YEAR.

FIRST TERM.—Cicero de Senectute—*Chase & Stuart*; Herodotus or French; Analytical Geometry—*Loomis*.

SECOND TERM.—Cicero de Amicitia; Xenophon's *Memorabilia* or French; Drawing.

THIRD TERM.—Tacitus, Germania, or French ; Physiology—*Huxley & Youmans* ; Mechanics—*Kimball's Olmsted*.

FOURTH TERM.—Tacitus, Agricola, or French ; Botany—*Gray* ; Physics—*Kimball's Olmsted*.

JUNIOR YEAR.

FIRST TERM.—Inorganic Chemistry—*Youmans* ; German—*Wor-man* ; History of English and American Literature—*Welsh*.

SECOND TERM.—English and American Literature continued ; German continued ; Organic Chemistry—*Youmans*.

THIRD TERM.—Geology—*Dana* ; German continued ; Rhetoric—*Welsh*.

FOURTH TERM. — Astronomy — *Loomis* ; German continued — *Whitney* ; Logic—*Thompson*.

SENIOR YEAR.

FIRST TERM.—Zoology—*Orton* ; History, Mediæval and Modern — *Swinton* ; Mental Philosophy—*Haven*.

SECOND TERM.—Evidences of Christianity—*Hopkins* ; History of Civilization—*Guizot* ; Mental Philosophy completed.

THIRD TERM.—Moral Philosophy ; Philology—*Whitney* ; Butler's Analogy.

FOURTH TERM.—International Law ; Political Economy—*Gregory* ; United States Constitution—*Andrews*.

Rio Grande College.

The different courses set forth in the preceding schedules are commended to the careful consideration of all into whose hands this catalogue may come. To encourage such consideration a particular statement of the work done in many of the different studies is given in the following pages.

THE COMMON-SCHOOL STUDIES.

Many pupils from the public schools come to college without a sufficient knowledge of these studies to enable them to take up at once the other studies of the English and Normal Course or the Preparatory Courses. To meet the needs of such students the following work is done in the common-school studies:

I.—READING.

Articulation, inflection, emphasis, and whatever else is necessary to good oral reading, are carefully taught. At the same time the pupil is assisted in forming the power to grasp readily and accurately and fully the meaning of the printed page. An examination covering all these points must be passed. The work in reading occupies one term. Classes in reading are not formed every term, but whenever the needs of the school demand it.

II.—GRAMMAR.

Two terms are devoted to this study. The first term is occupied with the study of etymology; the second with the study of syntax. Very thorough and practical work is done in both classes. Many written exercises are required. The text-book used is Harvey's, but upon several important points the statements and methods of this work are not followed. Where the teaching differs from that of the text-book, pains are taken to give such instruction as can be clearly shown to be in harmony with the facts of the language.

III.—ARITHMETIC.

The instruction given in this branch is extended and accurate and practical. The text-book used is "Ray's Higher Arithmetic." The book is divided into three terms' work. The first extends to percentage; the second to annuities; the third includes the remainder of the book. Students are advised not to study the third term's work until they have some knowledge of algebra.

IV.—AMERICAN HISTORY.

One term is devoted to this study with the "Eclectic United States History" as a text-book supplemented with works from various authors. The topical method of recitation is generally used; but this is varied by such methods as will make the subject attractive to the student and cause the things studied to be thoroughly understood. All popular methods are studied, and those used that are best suited to circumstances from term to term. There are students of different degrees of advancement, and it is impossible without varying the instruction to prevent their settling into a merely passive attitude. The constant endeavor is to keep them alive and eager in their work. Much black-board work is done, and good maps are used in locating historical places.

V.—COMMON-SCHOOL GEOGRAPHY.

One term each is devoted to the study of physical and mathematical geography. For this reason, in the term in which common-school geography is taught, most of the time is spent in a study of the topics that come under political geography. Some of the old methods of teaching geography that rendered it a dry and distasteful study have been abandoned. Time and effort are not wasted in the unnecessary memorizing of pages of statistics and the locating of unimportant places. Much time is spent on surface, climate, commerce, routes of travel, people, and the manners and customs of different countries, and on topics of the present. Instead of following the text-book a topical recitation is insisted on. Topics are arranged and given at each recitation. These vary in length and difficulty to suit the requirements of the class.

VI.—PHYSIOLOGY.

Since the study of physiology has been made a common-school branch in the schools of Ohio, this college has taken especial pains to give thorough instruction in it. A class is formed each term. The teachings of the text-book are supplemented by the use of a skeleton and of an excellent anatomical chart. Frequent dissections of the most instructive parts of butchered animals are made. The physiological effects of alcohol and tobacco are clearly taught.

The above is a brief statement of the work in this branch that is done in the English and Normal Course and in the Preparatory Department. In the College Course the subject is studied a second time. For this advanced study Huxley and Youmans' text-book is used, and many interesting and important truths that are beyond the reach of the student when he first studies this branch are carefully and fully investigated.

VII.—WRITING.

The object of this study is to prepare students for writing rapidly, neatly, and legibly. In order to accomplish this desirable result the students must have a clear conception of the correct forms of the letters,

and the hand must be trained to trace the forms accurately. Instruction on the position of the body and the holding of the pen is followed by a series of exercises to give the hand a free and easy movement and a correct manner of execution. The letters are analyzed on the black-board, and the writing of the students, by practice and attention to criticisms, gradually develops into higher degrees of excellence. Letter-writing and business forms receive due attention as supplementary studies. Classes are formed from term to term according to demand.

VIII.—COMPOSITION.

Although one of the most elementary this is one of the most important studies in the Preparatory Department. For years no text-book on composition has been used. The class is first given a thorough drill in capitalizing and punctuating sentences. Simple essays, mostly descriptive, are then required. Subjects from natural history are favorites in the spring and fall. The class just organized (midwinter) will have for its first subject "The Nests of the Humming-bird and Baltimore Oriole." These nests are in the cabinet. In warm weather an insect, as a grasshopper or cicada, is examined by the pupils; its eye, antennæ, wing, etc., looked at under the microscope; then the pupils are questioned until the points of interest are brought out, when they are sent to their rooms to tell on paper what they have learned in class. When the teacher looks over these productions sentences having errors in spelling, in grammar, in punctuation, in the use of capitals, or sentences which lack in clearness, strength, etc., are written upon the black-board, and the correcting of these errors, with the teacher's help, forms the next lesson or lessons. The simpler figures of speech and a little of prosody are also taught.

IX.—PEDAGOGY.

Under the head of "Theory and Practice of Teaching" this study is a part of the English and Normal Course, and two terms of study, the class reciting daily, are required in it. The text-book used is White's "Elements of Pedagogy," and this book is thoroughly studied. The difficulties of the subject receive constant attention from the teacher, and his oral instructions supplement the study of the pupils. The members of the class are required to make such examination of standard pedagogical works as the time at their disposal will permit, and they are required to write upon pedagogical subjects selected by the teacher. Many practical subjects connected with the organization and government of schools are presented to the class in lectures and by conversations between the teacher and class. As far as the practical application of the principles taught is concerned, the main effort is to make this instruction helpful to those who expect to teach in the ungraded rural schools.

The fundamental principles of teaching as an art are few and simple, and these principles are based upon plain and easily proved facts in regard to the minds of children. For this reason the utmost effort is made to secure a mastery of the psychical facts that must be known to the teacher before he can consciously and systematically make his teaching conform to the laws of mental activity and growth.

IMPORTANCE OF ENGLISH STUDIES.

Too much care cannot be given to the fundamental branches, and it is the aim of the faculty to give them the attention demanded by the general deficiency in them and by their own intrinsic value.

A good English education is of such value and is so seldom secured, and this failure so often and so justly exposes even our higher institutions and their graduates to the criticisms of sensible, practical men, that Rio Grande College takes great pains to impart such an education, offers proper encouragement to those who will strive for it, and gives due honor to those who gain it.

Diplomas are given to those who complete the English and Normal Course.

PREPARATORY AND COLLEGIATE COURSES.

In the following paragraphs a statement, strictly based upon the actual work of the school, is made in regard to a number of studies in the Preparatory and Collegiate Courses. These statements are sufficient to show the nature of the work that is done in all the studies of these courses.

In view of the thorough and practical instruction that is given in all departments, of the present facilities for illustrating by proper apparatus and material the branches of study that need such illustration, of the fact that substantial additions are made to library, apparatus, etc., every year, of the important fact that the students are brought into close personal relations with the teachers daily and receive careful personal attention at every recitation, and, lastly, in view of the positions which the graduates of Rio Grande College have been able to take and to hold, the faculty and trustees sincerely believe that this school may rightly claim a standing among the best educational institutions. In fact this claim is recognized wherever the college and its work are now known.

In addition to this the faculty and trustees confidently assert that the advantages here offered *are provided at less expense to the student* than by any other school of like grade. Thoughtful young men and women are invited to consider these statements when deciding whether or not it is possible to secure a higher education.

I.—BOOK-KEEPING.

A thorough knowledge of accounts is indispensable to a good education. The demand for such knowledge is increasing. Frequent inquiries are made by business men for a good accountant. The forms

and principles of book-keeping are taught in such a manner as to prepare any one for all the ordinary commercial business transactions. The work done, so far as it goes, is precisely the same as the work that is done in special commercial courses. Bryant's text-book is used, and the work is done in class, the class reciting daily for ten weeks.

II.—MATHEMATICAL GEOGRAPHY AND MAP DRAWING.

Five weeks each are given to these studies. The author of the "Mathematical Geography" was the accomplished mathematician, Professor A. A. Moulton, the deceased president of Rio Grande College. The plan and purpose of the work are clearly expressed in the following quotation from the preface: "It is not designed to make the subject a hobby in any sense, but to treat in a brief, methodical manner, without necessitating a knowledge of higher mathematics on the part of the student, a subject possessed of sufficient practical and disciplinary value to give it good claims to be considered a profitable part of a common school education."

Map-drawing is introduced into the course to fix geographical facts in the memory, to secure deftness of hand in tracing outlines, to cultivate a taste for faithful and delicate drawings, and to understand the guiding principles in the construction of the border, scale, title, and lettering of maps. Students have the use of a fine set of Swiss draughting instruments, and are required to complete one map in water colors.

III.—GEOMETRY.

This study is valuable as an exercise in deductive reasoning and as a preparation for the study and application of the higher mathematics and the sciences. Students are taught to connect all the links in the chain of reasoning, thus making the study an important factor in establishing continuity of thought and speech. Miscellaneous exercises are frequently introduced to promote original investigation and independent thought. Special attention is given to the construction of figures and the neatness and symmetrical arrangement of the black-board work.

IV.—TRIGONOMETRY.

This work covers both Plane and Spherical Trigonometry, and the most difficult parts, as presented by Dr. Schuyler, are made the subject of special study. To create a greater interest in the subject and to secure better practical results students are often encouraged to make their own problems in the field; as, for instance, the determination of the amount and direction of the dip of a coal seam by triangulation. This work has given our students valuable experience in the practical location of coal seams both above and below drainage.

V.—SURVEYING AND ENGINEERING.

In the teaching of these important branches the teacher has constantly in view for his students the attainment of a thorough theoretical knowledge of the principles involved and the ready application of them to practical work. In land surveying Hodgman's "Manual" is used as the best authority, and the following are the requirements:

1. A thorough knowledge of the transit and other instruments used in a survey.
2. A study of the United States laws relating to the subject and the court decisions on disputed cases.
3. Field work in running boundary and division lines, in locating and establishing corners, in meandering streams, and in locating roads, ditches, and drains.
4. Computations relating to areas and the division and partition of lands.
5. Platting, map-drawing, and lettering.

Three hours a day for five weeks, under the constant supervision of the teacher, are devoted to field work.

In engineering the subjects studied have been the Ohio ditch law, public roads, and railroads. The railroad work includes the preliminary surveys for tangents, topography, and grades; the location of simple, reverse, and compound curves; the setting of grade stakes, platting, profile, and cross-sections; computations for earth-work; and an estimate of the cost of construction. The best authorities are always at hand for reference. The last railway survey was on the most practical route from Rio Grande to Bidwell on the C. H. V. & T. R. R., a distance of five and a half miles. The field work required about five hours a day for five weeks. The practical character of the work in this department has enabled some of our students to fill with credit the office of county surveyor and engineer, and others to win honors among graduates of the leading engineering schools of our country.

VI.—DRAWING.

The first half of the term is devoted to a study of the text and to practice in free-hand drawing; the last half to the theory and practice of technical perspective. As only one term is given to this study it is not expected that students will acquire skill in the art of drawing; but they may secure such an acquaintance with the fundamental laws of the art as to be better able to pass intelligent judgment on works of art and more fully to appreciate the beauties and teachings of nature.

VII.—LATIN.

The study of Latin is commenced with the beginning of the third term in each year. The work of the first two terms is directed to securing a mastery of the different parts of speech, of the ordinary rules of Latin syntax, and of a vocabulary containing the words most fre-

quently used in the first book of Cæsar. The first chapter of the first book of Cæsar is thoroughly mastered during the latter part of the spring term. The principles of the Roman pronunciation of Latin are carefully taught and frequently practised. From the beginning the student is taught to trace English words of Latin derivation to their origin. As the student progresses the method of teaching is altered so as to adapt it to his increased knowledge of the language. Throughout the course in Latin there is thorough and accurate grammatical study. But the error of making the grammatical part of the study the end rather than the means is avoided. The literary beauties of the books that are read, the place which they occupy in the history of the progress of the human mind; and the historical instruction of which in many cases they are the only sources, are clearly and constantly brought out.

In few departments of teaching have greater improvements in method and aim been made of late years than in the teaching of the ancient languages. It is the aim of the teachers here to keep abreast of this onward movement. Every year some improvement in method, due either to the teacher's increased experience or to his study of what other teachers are doing, is adopted.

In regard to the authors that are read there is no need of special statement here. The work is sufficiently indicated in the schedule of the courses of study. Harkness's "Easy Method in Latin" is the text-book used for the beginners' class at present. Harkness's "Latin Grammar" is studied and used as a book of reference in connection with all the authors read.

VIII.—GERMAN.

A good pronunciation, a mastery of the elements of grammar, and as large a vocabulary as possible are always aimed at in the one year's work in German. Daily conversations are held, and written exercises are required for the first three terms. These include short letters and essays. Selections in prose and poetry are memorized. The translations are from various authors.

IX.—FRENCH.

One year is spent in the study of French, the class reciting daily. The first thing done is to try to secure a good pronunciation and to develop the power of conversation in French upon familiar subjects. For this purpose Worman's "First French Book" is used. In connection with this work the principles of French grammar are thoroughly taught. Written exercises are required daily. The grammar used at present is Edgren's. A complete mastery of the first part of this book is required. The work above described occupies the first half of the year. During the remainder of the year the work of translation is carried on, with constant reference to the grammar and frequent written exercises and conversations. Super's "French Reader" is the book in use for this part of the work the present year. Selections both

in prose and poetry are read. With the latter careful attention is paid to the rules of French prosody. It is not claimed that the year's work in French as here described will enable the student to converse readily upon a wide range of subjects or to read at sight the more difficult works of French authors.

The following are the results aimed at, and their educational and practical value are very great :

1. A good pronunciation and the power of ready conversation upon a number of familiar subjects. This lays a solid foundation for future improvement in speaking the language if the circumstances and interests of the student lead him to seek improvement in this direction.
2. A thorough understanding of the forms of the parts of speech, including the irregular verbs, with the power to write correct idiomatic French involving all ordinary constructions.
3. The power to read easier forms of composition at sight and to read the higher forms of French literature with the aid of grammar and lexicon.

X.—NATURAL PHILOSOPHY.

The study of natural philosophy embraces two terms. During the first term the properties of matter, pneumatics, and dynamics are taught. One-half of the second term is given to acoustics and optics, the other half to electricity and magnetism. The text-book used is Gage's "Introduction to Physical Science." As in chemistry so in physics the student reads nature in the language of experiment. One-half the time is given to laboratory work. The recent purchase of an air pump, together with other apparatus used in connection with it, makes another valuable addition to the amount already on hand. We call special attention to our facilities for teaching electricity. With a rheostat capable of measuring accurately resistances from 1-10 ohm to 100 ohms ; a Wheatstone bridge ; galvanometer ; electric motor ; induction coils ; Bunsen, Grenet, Leclanche, Daniell, and Gravity batteries ; telegraph and telephone instruments ; apparatus for electrolysis and electro-plating, we are able to give instruction in all the more recent and important discoveries in electricity and magnetism.

XI.—CHEMISTRY.

The subject of chemistry covers two terms. During the first term chemical physics and the fundamental principles of chemical science are taught. A full discussion of spectrum analysis is given. The text-book used during this term is Youmans' "Class Book of Chemistry."

Descriptive and organic chemistry with blow-pipe analysis is taught the second term. This term is devoted entirely to laboratory work. Each member of the class is assigned a place in the laboratory and furnished with a set of apparatus for performing experiments. Instruction in the use and manipulation of the apparatus is given. No

extra charge is made for the use of the apparatus, but all unnecessary breakage must be made good at the end of the term. Chemicals are kept on hand for laboratory use, and a new supply is added from time to time as needed. Williams's "Introduction to Chemical Science" and his "Laboratory Manual" serve as guides to the student in his work during the term.

XII.—BOTANY.

In teaching botany the text-book is constantly supplemented, as far as possible, by illustrations from nature. Besides the work in class each pupil is required to analyze at least fifty flowers. The flora around Rio Grande is large and interesting. One flower was pressed last year which so far as known has not been found elsewhere in Ohio, and several were pressed which are rare elsewhere. Our pupils prepared two hundred specimens for the Ohio exhibit at the World's Fair, with duplicates for our own school. We hope to continue the work for the school until it has a complete flora of this section of country. This department is fairly well equipped for its work.

XIII.—ZOOLOGY.

"It seems to me I never walked with my eyes open until I began to study zoology," said a student, as he deposited on the table the beetles, butterflies, snails, and spiders that he had gathered as he came in from home on a Monday morning. Ten weeks are sufficient to make but a fair beginning in this comprehensive science; but if pupils' "eyes are opened," and they learn to love this book of nature, they will continue all through life to turn its pages with greater interest, profit, and reverence. The college has quite an interesting collection of "helps" in this study, and hopes for more in the near future. More and better microscopes are needed for this work.

XIV.—GEOLOGY.

Dana's "Text-Book" is used in this study, with Dana's "Manual," Le Conte, etc., for reference. In the work of instruction constant and thorough use is made of the cabinet. This is the most complete and valuable single collection in the college. The specimens are mounted, classified, labeled, and protected from dust. They illustrate almost every formation described in the text-books on geology. Essays are written by the class on such topics as iron, coal, mineral oil, and aluminum. These are expected to show as exhaustive a study of the subject as the pupil was able to make. Some field work is also done.

XV.—ENGLISH AND AMERICAN LITERATURE.

This study is taken in the first and second terms of the junior year. The work extends from Old English literature to American literature, including the lives and works of English and American authors now living. Shaw's "Literature" is used as a text-book,

with Welsh's and others as references. The constant aim of the instructor is to present to the class some of our best authors, and by a careful study of their lives and works to awaken a genuine interest in literature. Believing that time is wasted in the class-room by attempting to learn about too many authors, only those who have been or are most potent influences in our language have been studied.

XVI.—REQUIRED READING.

The class graduating from the Preparatory Department in June, 1895, will be required to pass examination in the following English classics: Shakespeare's Julius Cæsar, Longfellow's Evangeline, Webster's Bunker Hill Orations, Scott's Lady of the Lake, Gist's Selections from Bancroft.

DEGREES.

Those who complete a Classical Course receive the degree of Bachelor of Arts; those completing the Scientific Course that of Bachelor of Science. Graduates of three years' standing, who have maintained professional, literary, or scientific work and study, upon application, receive respectively the degrees of Master of Arts and Master of Science. A graduation fee of five dollars is charged for each of the above degrees. A graduation fee of two dollars is charged to those who complete the English and Normal Course. Diplomas are given in all the above cases.

DOCTOR OF PHILOSOPHY.

At the annual commencement in June, 1893, the degree of doctor of philosophy was conferred upon
Rev. Charles Boardman Taylor New Plymouth, O.

MUSIC.

In the department of instrumental music pupils of all grades are received and taught. The aim is to give them thorough drill in playing the works of the best composers, and to teach them to interpret properly the compositions of the old masters. A good foundation being absolutely necessary for a musical education, great care is taken in developing the technique of the students, that they may be able not only to play classic music but to play it classically. Those methods are used which have found favor in the best conservatories of Europe and America.

In the voice-training department the Italian method is in the main used, but it is not strictly adhered to. The aim is to develop the voice in its full power, to train the ear, and to teach the pupil to sing intelligently and acceptably.

Public recitals are given to enable the pupils to appear at ease when singing or playing in public.

In both the vocal and the instrumental departments the system of private lessons is used.

The rental for piano or organ is so small (\$1.50 per term for each hour) that it enables the student to practise as many hours a day as health will permit without incurring great expense.

While many come to study music only, they often find it profitable to take one or more studies in college. The music pupils are under college discipline, and enjoy its reading-room, library, and other privileges.

MUSICAL INSTRUMENTS.

The college has two Ivers and Pond pianos, and a new Chicago cottage chapel organ for the use of music students. These are fine instruments, are kept in good condition, and are used only by music students under the oversight and direction of the teacher of music. Students are required to use the "soft stop" when practising upon the pianos.

RHETORICAL EXERCISES.

Four rhetorical exercises are required of each student each term. The members of the school are divided into rhetorical classes under the charge of the teachers. Students entering school here for the first time are excused from the first rhetorical exercise, and especial assistance is given by the teachers to those who have had no previous instruction or experience in composition and speaking. The aim of this work is to train the students to speak with self-possession, grace, and energy, and to write correct and expressive English. Excellent opportunities for additional practice of this kind are afforded by the Shakespearian Literary Society.

PUBLIC RHETORICAL EXERCISES.

Public rhetorical exercises are held on Thursday evening of the ninth week of each term. These exercises are in great part declamations, but essays, orations, and discussions make part of the program at times. Those who take part are selected from the lower as well as the more advanced classes, and there are usually twelve participants in each exercise. The separate parts are short, and the aim is to train the speaker to deliver them with plainness and force. The passages to be spoken are selected with care on account of excellence in sentiment and beauty and force of language. These exercises have been of great interest and value, and are always largely attended. They have helped to elevate the literary taste of both the students and the community.

RELIGIOUS AND MORAL AIM OF THE COLLEGE.

The college is under the control of the Freewill Baptist denomination, a clause in the constitution requiring two-thirds of the board of trustees to be members of this church. It was founded for the promotion of Christian education. The teachers consider true religion to be the foundation of the most valuable intellectual attainments, and use every means in their power to promote sound Christian principles among the students.

COLLEGE Y. M. C. A.

This organization is an important auxiliary in the moral and spiritual work of the college. The growth in membership and the increase in spirituality and activity that were recorded in the last catalogue have continued during the past year. In addition to the students, prayer-meeting on Thursday evening, a large class meets at present on Tuesday evening for Bible study. This work is conducted by the president of the college. Prof. J. D. Holcomb is president of the Y. M. C. A. Messrs. H. W. Buckle, M. F. Leonard, W. L. Taylor, and C. E. Davis represented the association in the annual convention at Newark, Feb. 21-24, 1895.

FREE TUITION TO CANDIDATES FOR THE CHRISTIAN MINISTRY.

At their annual meeting in June, 1894, the trustees of the college voted that tuition should be free to candidates for the Christian ministry in all evangelical churches, on presentation of credentials from the authorities of their churches. This admits them only to the regular academic work of the school, not to special theological or pastoral studies or to instruction in music.

LOCATION.

The college is located at Rio Grande, Gallia County, Ohio. The surroundings are unusually free from temptations to extravagance or dissipation.

There is a daily stage from Gallipolis and from Oak Hill, each twelve miles distant; and daily means of conveyance from Bidwell, six miles distant.

FREE TRANSPORTATION FROM RAILROADS.

During the week preceding the opening of each term, and during the first week in each term, students who come by rail to Gallipolis, Oak Hill, or Bidwell will be brought from these places to Rio Grande free of charge, if they notify the president in advance of the time of their coming, and if they remain in college an entire term.

EXPENSES.

Tuition, Common English Studies, per term	\$7 00
“ “ “ “ per year	25 00
“ Higher Studies, per term	8 00
“ “ “ “ per year	28 00
Instrumental Music, per term of 20 lessons	8 00
Use of Organ or Piano for practice, two hours daily, per term	3 00

CHANGE IN STATEMENT OF FEES.

At the last annual meeting of the trustees, June 13, 1894, the tuition and the incidental fee, which have been announced separately in all preceding catalogues, were united in one sum, to be called the tuition fee. This makes no change in the amount to be paid by the student.

FREE TUITION UNDER THE "BOXWELL LAW."

Graduates from the common schools of Ohio under the "Boxwell Law," who attend Rio Grande College one term within one year after their graduation, will be admitted free of charge for the term immediately following.

BOARDING.

Boarding and lodging with all things furnished to the student can be obtained at \$2.50 per week or less, both in the College Boarding Hall and in private houses in and near the village. Where the student furnishes fuel, lights, bedding, and toilet articles the price is reduced.

Opportunities for self-boarding may be obtained by corresponding in advance with the president or financial agent.

READING ROOM.

The works of reference that belong to the college library are kept in a reading room, to which the students have daily access. The reading room is supplied with a number of periodicals, partly donated, partly purchased. The following are at present received regularly: *Scribner's Magazine*; *The Review of Reviews*; *The Century Magazine*; *The Forum*; *The Cosmopolitan*; *Public Opinion*; *The Youth's Companion*; *The Morning Star*, Boston; *The Mail and Express*, New York; *The Advocate of Peace*, Boston; *The American Economist*, New York; *The Presbyterian*, Philadelphia; *The Church Watchman*, Ashtabula, O.; *The Union Signal*, Chicago; *The Free Baptist*, Minneapolis; *The Baptist Banner*, Huntington, W. Va.; all the Gallipolis papers, and a number of other local papers.

LIBRARY.

Students have free use of the college library, which is extremely well chosen and is being constantly increased. Some months ago the financial agent secured a donation of \$25 from Ezekiel Brown, Morral, O. An elocutionary and musical entertainment just before the holidays added \$12 to the library fund. The executive committee at a late meeting appropriated \$100 to the same fund.

During the present year an appeal has been made to the friends of Christian education to make donations to the library. A cordial response has been made to this appeal. Two hundred and fifty volumes have been received within five months, and there is good reason to expect many more gifts soon.

The following is a list of donors to the present time, March, 1895 :

Miss Ruth E. Brockett, 2 vols., one being *The Birds of North America*, costing \$20; Hon. R. D. Jacobs, 14 vols.; Hon. Andrew Roy, Glen Roy, O., 1 vol.; Prof. J. D. Holcomb, 1 vol.; Miss May Fulton, 2 vols.; Mrs. Eve Fulton, 1 vol.; Rev. S. J. Weed, Middleport, O., 1 vol.; Rev. Martyn Summerbell, D. D., Lewiston, Me., 1 vol.; Rev. C. D. Bradlee, D. D., Boston, Mass., 1 vol.; Prof. C. O. Clark, 1 vol.; Pres. J. M. Davis, 25 vols.; Prof. William Reed, Hartford City, Ind., 2 vols.; Rev. G. H. Damon, Medina, O., 23 vols.; Rev. Ransom Dunn, D. D., Hillsdale, Mich., 28 vols.; Rev. J. A. Howe, D. D., Lewiston, Me., 33 vols.; Mrs. L. V. Skillings, Springfield, O., 1 vol.; Rev. John Malvern, Providence, R. I., 8 vols.; Rev. J. W. Parsons, Olneyville, R. I., 34 vols.; Rev. W. W. Gist, D. D., Osage, Ia., 2 vols.; Prof. G. S. Bohanan, 2 vols.; Rev. T. H. Stacy, Saco, Me., cash \$2; Mr. Frank Blakely, Gaston, Ind., cash \$1; Rev. C. B. Taylor, Ph. D., New Plymouth, O., cash \$2; Rev. H. G. Hill, West Mansfield, O., 1 vol.; Rev. J. S. Harrington, Farmington, N. H., 2 vols.; Warren Holden, 1 vol.; Rev. Samuel S. Schnell, Apalachin, N. Y., 10 vols.; Mrs. Lucy Coffin, South Apalachin, N. Y., 7 vols.; Mrs. Sylvia Mead, Apalachin, N. Y., 4 vols.; Mrs. J. A. Prindle, Apalachin, N. Y., 6 vols.; Miss Gertrude Steele, Apalachin, N. Y., 2 vols.; Mrs. John Livingston, Campville, N. Y., 4 vols.; Mrs. Mary Whitney, Campville, N. Y., 2 vols.; Frederick Noteware, South Apalachin, N. Y., 1 vol.; Browning Mayhew, deceased, Little Meadows, Pa., 1 vol.

The following are among the volumes received :

Birds of North America; *Roy's Coal Mines*; *Mary, Queen of the House of David*; *Saxe's Poems*; *Scott's Kenilworth*; *Mrs. Hills' Missionary Reminiscences*; *Nature and Revelation Hand in Hand*; *Bradlee's Sermons for the Church*; *Hinsdale's The Old Northwest*; *Morse's Life of Lincoln*, 2 vols.; *Bryce's American Commonwealth*, 2 vols.; *Trevelyan's Life of Macaulay*; *Joseph Cook's Labor and Socialism*; *Ely's Labor Movement in America*; *History of Co-operation in the United States*; *Nordhoff's Politics for Young Americans*; *Johnson's American Politics*; *Fiske's Civil Government in the United States*; *Free Baptist Cyclopeda*; *Methods of Studying and Teaching History*; *Compayré's Pedagogy and History of Pedagogy*; *Thwing's Within College Walls*; *Charles Lamb's Poems and Essays*; *Strong's The New Era*; *De Quincey's Literary Reminiscences*; *Longfellow's Hyperion*; *The Conflict of the Ages*; *The Sabbath for Man*; *Stowe's Books of the Bible*; *Adam Smith's Wealth of Nations*, 3 vols.; *Free-will Baptist Quarterly*, vols. 1 to 9, bound; *French Revolution*, 4 vols.; *American Politics*; *Life of Blaine*; *Socialism of Christ*; *Butler's Hudibras*; *Lyman Abbott's Life and Teachings of Jesus*; *Anecdotes and Incidents of the Rebellion*; *Russell's Diary North and South*; *Murray's Like Christ*; *Sutton's Mission to Orissa*; *Williams's Four*

Years of Co-operation; Butler-Dunn Systematic Theology; Life of Spurgeon; Newcomb's A, B, C of Finance; Brewster's Life of William Burr; Day's Power of the Will; 9 volumes of Barnes's Notes; Kane's Arctic Explorations, 2 vols.; Bainbridge's Around the World Tour of Christian Missions; Jean Ingelow's Poems; War with Mexico Reviewed; Love of Country Illustrated; Shakespeare's Complete Works; Shedd's History of Christian Doctrine, 2 vols.; Amasa Walker's Science of Wealth; Goldwin Smith's Three English Statesmen; Lyell's Principles of Geology; Scottish Characteristics; Farrar's With the Poets; Froude's Historical and Other Sketches; Wainwright's Scientific Sophisms; Daudet's French Celebrities; Claretie's French Celebrities; Proctor's Nature Studies; Pryde's Highways of Literature; Wheeler's By-Ways of Literature; Science in Short Chapters; Max Müller's What India Can Teach Us; Smiles's Self-Help; Flotsam and Jetsam; Hamerton's Intellectual Life; Macaulay's Essays.

Several persons whose gifts have not yet been received have promised to send us volumes for our library. The request for donations to the library has not yet been sent to all the friends of the college. All subsequent gifts to the library will be acknowledged in next year's catalogue.

FINANCIAL AGENCY.

At the last meeting of the trustees, Rev. W. J. Fulton was re-employed as financial agent. He is again commended to the public. There is need of money (1) to purchase apparatus, (2) to increase the library, (3) to furnish a larger number of periodicals for the reading-room, (4) to assist meritorious students of limited means, (5) to augment the endowment. It is hoped that the financial agent will find liberal assistance in building up the interests of the college. His work as field agent of the Free Communion Baptist State Association of Ohio will not interfere with his work for the college, but give him larger opportunity to make known its needs and its worth.

The college has now been in successful operation almost nineteen years. The trustees and teachers endeavor to make it worthy of patronage, and they confidently refer to its record. It is steadily growing in its power and influence.

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